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ABSTRACT

A 4-phase project, this study was conducted to determine the feasibility of a bilingual vocational skill training program for out-of-school youth and adults of the Perth Amboy Hispanic community. Sampled were 494 out-of-school youth and adults in the area. Findings include: (1) There is a significant need for an adult vocational skills training program, (2) The interest shown is widespread and consistent, (3) The training needs are in the areas of auto mechanics, secretarial, general office practice, nursing, business management, practical nursing/nursing aides, social work, cosmetology, carpentry, electrical technology, teaching, machine operation, and clerking. (SN)

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# ADULT SKILLS TRAINING CENTER

## A FEASIBILITY STUDY FOR THE BOARD OF EDUCATION OF PERTH AMBOY, NEW JERSEY

BY
JOHN M. SKALSKI, PH. D.
ANTHONY N. BARATTA, ED. D.
JUNE 30, 1972

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ED 074281

# ADULT SKILLS TRAINING CENTER

## Feasibility Study

by

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of
Fordham University, NYC

FOR

THE BOARD OF EDUCATION OF PERTH AMBOY, NEW JERSEY

June 30, 1972

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We have deemed it a professional privilege to have been invited by the Board of Education of Perth Amboy to serve as consultants for the Feasibility Study for an Adult Skills Training Center as part of the Adult Education Center.

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Special appreciation is expressed to Mrs. Anne Dillman, President of the Board of Education and to the other members of the Board; Mr. Anthony V. Ceres, Superintendent of Schools; Mr. Frank M. Sinatra, Secretary and School Business Administrator and Mr. Edward F. Liston. To others in the school system such as Albert Huntress, Director of Industrial Arts; Michael E. Stofega, Retiring High School Principal; George Zupko, Newly Appointed High School Principal, and Roger Buck, Supervisory of Federal Programs, we are also indebted for their help.

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John M. Skalski
Anthony N. Baratta
Consultants

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# FEASIBILITY STUDY

The Board of Education of Perth Amboy, at the Special Meeting on March 21, 1972 passed a resolution based upon the recommendation of the Superintendent of Schools that the Board engage the services of Dr. Anthony N. Baratta and Dr. John M. Skalski to perform services to implement the Hispanic Education Program No. 4090-121 as recommended to the Superintendent of Schools by Mr. Malcolm Sellers, Director of Adult and Continuing Education. An Agreement was made on March 22, 1972 between the above parties for the preparation of Program Development (Phase I) of the Hispanic Education Program consistent with the Contractor's Proposal - February 10, 1972 and document e. Harold Seltzer VD-VTP approval form dated January 13, 1972.

The Phase I of Program Development included exploration, research, program design and proposal preparation. In addition to the Phase I component the consultants explored the possibility of funding sources for the Skills Training Center.

The Proposal to establish a Hispanic Education Program, Bilingual Vocational Education Program in Perth Amboy, New Jersey served as the guidelines for the feasibility study conducted by Drs. Anthony N. Baratta and John M. Skalski. There were four sections under program development in this proposal. These included 1. Exploration, 2. Research, 3. Program Design, and 4. Proposal Preparation. The exploration and research phases were conducted simultaneously throughout the work of the program developers. It was during the exploration and research phases that the rationale was developed, materials correlated and assimilated, data were collected through interviews, groups meetings and conferences were held and facilities were visited. The Program Design and the Proposal Preparation phases of the study were natural resultants of the first phase. In this report these three phases will be presented in separate sections. The first section will be the Rationale; section two will include the Exploration and Research phases; section three will be Program Design; and Proposal Preparation is incorporated in Appendices E and H.

## SECTION I

## RATIONALE

The Career Education Program through the Perth Amboy Adult Education Center is designed to be a broad comprehensive program in the educational system of the City of Perth Amboy. The Career Education philosophy is that education is a continuing process from pre-school days to senior citizen life. This is the total goal of education. The Board of Education of Perth Amboy is legally responsible for the citizens within the compulsory school ages. It has also been concerned with education of its other citizens throughout the years. It is the hope and plan that a more systematic and perhaps more intensive career education component is on the threshold of fruition.

The task of planning and implementing the Career Education program is a professional work. The Board of Education, however, needs strong community understanding, desire, and support for the addition of a more advanced Career Education program. The time is right for this program. Admittedly the times are difficult from the point of the economics of the society. Furthermore, the pressures for economic retrenchment concerning the budgetary allocations are a constant companion for the citizens and the Board of Education. Nevertheless, the good people of Perth Amboy have over the years invested in the education of their children and youth. In fact at this very moment in time, the new Perth Amboy High School, a splendid and highly valuable new educational facility is on the verge of opening for the community in the Fall of 1972.

Who cares about what happens in education in Perth Amboy? Thousands of people fundamentally care. These include the government officials, the Board of Education, the community of priests, ministers and rabbis, the business community, the children and youth, and citizens from every ethnic and community sector.

As consultants, Drs. Baratta and Skalski, have had the privilege of talking, listening, and discussing the possibility and feasibility of establishing a Skills Training Center in Perth Amboy. We have been impressed by the outstanding potential for the continued development of the City of Perth Amboy. One does not have to be a wise person to know that the cities of America are in need of revitalization. The problems of the cities are complex. Yet one simple fact is known that the problem of the cities may be understood in the recognition that there is a growing population of citizens who "have not" in terms of money, skills, education and often the will to have. This is the common problem of every citizen in our country, whether we live in the Central Ward in Newark or in Short Hills, New Jersey. The consultants do not advance the idea that the Skills Training Center will solve the problem or to be the panacea for these serious problems. But in the words of President John F. Kennedy, "A journey of a thousand miles must start with the first step." Perhaps the Skills Training Center will be likened to a first step for several hundred people.

The need for a bilingual vocational skill training program for out-of-school youth and adults of the Perth Amboy Hispanic community is generally recognized by the citizenry. The nature of the problem is complex and its severity is relative to many other societal needs and problems. The need for this special program is in the high priority category for the persons who are directly affected. Those sixteen, seventeen and eighteen year-old teenagers who attend the Adult Basic Education program in the Perth Amboy Education Center and quite timidly answer the questions of the investigators concerning the proposed bilingual skill training program are eloquent testimony regarding the need for this special program. Further, the program will assist adults to retrain and upgrade their employability by integrating language skill development and expanded occupational skill training. A program of bi-lingual skills training is meant for them. Who advances such an idea--i.e., the idea of providing bi-lingual vocational skill training? Why are not these out-of-school youth in the regular school program? And, are not the adults outside the jurisdiction and responsibility of the Board of Education? These are all serious questions. Answers to them will not be attempted within the limitations of this particular document.

That A Skills Training Program is needed for thousands of reasons is the most vivid and clearest conclusion of the feasibility and research study. The thousands of reasons are explained by stating that there are thousands of human lives that need assistance in helping them to live more satisfying and productive lives. Statements from the people indicated that some type of help is necessary for the many young men and women and adults who need it. They realize better than is understood by many persons that they know that without skill there is almost no place to go to hunt for work and worst yet, that their job employability is markedly limited to the most elemental work possibilities. They also stated that many intelligent persons may be more useful for the community by learning an occupation role. This indicates that the citizens who need Skill Training want to better themselves and also to better their communities.

Nevertheless, it is important to emphasize at this point that there are many positive aspects with relation to the possible establishment of a skill training program for the persons mentioned already. These shall be cited, as a means of providing a tentative guide for action in this exploratory document. This information is presented by the investigators:

First, the Hispanic community in particular and the broader adult education constituency in general want such a program. Many persons have been communicated with regarding the cruciality of such a program. It is the fundamental intent that the Hispanic community will be involved in the development and implementation of such a program.

Second, the positive leadership of the New Jersey Department of Education through its funding for the study and its unstinting assistance, through numerous persons, is strong testimony to the importance of such a program. A bi-lingual vocational skill training program would be in the unique category. In the City of New York, which has begun bilingual education in earnest, such a program to our knowledge does not yet exist. So may we boldly submit that such a pilot demonstration project could provide help to those who need it and the glow of such a success would not be unappreciated.

Third, the good will of the Board of Education of the City of Perth Amboy and the administration of the system have been amply communicated to the investigators. However, there is a more basic rationale that is advanced at this point. The Board of Education is the establishment or the institution for the education of all the people. The main task is the education of children and youth within the compulsory education laws. In addition, the Board of Education is supporting Adult Education. The trends of education in the future tense indicate that Community Education is here. The education of persons from birth until death is already a reality in our country. Elements of this philosophy are in operation in Perth Amboy.

Every system of education has all types of special subsystems of education. By this we mean that one system will emphasize music, another system will emphasize electronics, another system will emphasize football. There are numerous subsystems of educational offerings in every system. Now to the point at hand. There is an opportunity now for the Board of Education to advance another special interest in the way of an Adult Career Education Program for out-of-school youth and adults, especially the disadvantaged such as the Hispanics.

Fourth, the results of the Community Survey indicate an intense and significant need and support for an Adult Vocational Skills Training Program in Perth Amboy. Many adults have experienced difficulties in obtaining a job or upgrading in it because of language barriers and lack of skill training.

In a Planning Grant Proposal presented by Model Cities in 1967 several very important statements were presented:

> Our primary goal is to develop community oriented schools and students, schools with facilities utilized as community center throughout the entire day for the entire calendar year. Opportunity for retraining of

> adults as well as provisions for adult basic education would be contained in the neighborhood community school-center.
>
> Second is the necessity for eliminating illiteracy in the area and to develop pupils to their full potential, which is now hardly touched. In this way we can hope to facilitate entrance of area residents into the respected mainstream of the community and to provide them with the tools and the motivation to increase their self-sufficiency. (Part III, Section F.)
>
> Also instituted as a result of increased knowledge and professional consultation, a program which provides acquisition of useful skills for the terminal or dropout students will be designed. Work-study, distributive education, and work cooperative programs will be included in conjunction with a special vocational enriched curriculum which is particularly applicable to the realistic long-range and everyday needs and abilities of these dropouts.

It is the hope of the Adult Career Education Program that a strong link can be formed with Model Cities in moving toward the mutual goal to assist the out-of-school youth.

In another important document, Report of the Ancillary Manpower Planning Board of Middlesex/Somerset Counties to the New Jersey CAMPS SECRETARIAT, FISCAL YEAR 1973-1975, the following excerpts are pertinent to the work at hand:

. . . The largest portion of the Spanish-speaking people in the area reside in Perth Amboy. These people often lack, and need training for, a working knowledge of English. The largest proportion of this community possesses necessary work skills, but are held back by lack of English which separates them from gainful employment.

> A third obstacle to employment is inadequate preparation. Those who live in poverty and go through school with a goal short of college often do not have an opportunity to select or formulate another goal. Those who complete high school often find that their course have not prepared them for any practical situation. Often, certain people drop out because the course work offered relates to no real need in the world in which they live or will have to work. p. 4.

> The target population. . .Similar consideration is needed for Spanish-speaking persons whose characteristics are of a different nature, but also quite compelling. These groups suffer the most of any potential target group from unemployment, underemployment and economic handicaps. p. 5.
>
> . . . We recommend further that services for teenagers and senior citizens be expanded to include in-school, after-school, and out-of-school programs in all appropriate communities. . . p. 6.

Moreover, it is clear that the proposed Hispanic Education Program is in harmony with the identified needs of CAMPS.

May we conclude this portion by citing the very important issue paper, The Hispanic Experience in New Jersey Schools, prepared by Diego Castellano, State Coordinator for Hispanic Affairs. The Hispanic Education Program is based on the proposition advanced in this conceptual and philosophical paper. May we indicate that we accept its invitation on page 16 of the document, "The New Jersey Department of Education strongly advocates the changes in educational practices needed to provide the best possible schooling for Spanish-speaking children."

The critical phase regarding the establishment of the Skills Training Center will be after June 30, 1972. We use this date because a proposal will be presented to the Board of Education as agreed by in the task that was provided.

The proposed plan is a cooperative and collaborative effort of literally hundreds of people. The Skills Training Program -- not to sound corny -- is of the people, by the people and for the people. It is no single person's program. Yet if it does not become the concern and responsibility of a few people who will serve as multipliers--then as many similar types of "possibly good ideas" it will not flourish.

The point at hand, is that simply stated. "The Skills Training Center will be good for the people who need it and the total community will be benefited because when good things happen to people there is a common good that spreads."

## SECTION II

## EXPLORATION AND RESEARCH

The Exploration and Research phases of the feasibility study for the establishment of a Hispanic Education Program, Bilingual Vocational Education Program in Perth Amboy were considered important and critical tasks of the Program Developers The determination of the need of and support for the Program, the crystallization of the programatic goals and alternative strategies to accomplish them, and the delineation of the structure and organization of the Center to house these programs as well as the challenges and problems involved in establishing this Center were the major purposes for the Exploration and Research phases. This section of the report includes two principal parts, namely, the Exploration Phase and the Community Survey.

The Exploration Phase. The Exploration Phase was undertaken to determine the extent of the need and support of a Skills Training Program in Perth Amboy; to ascertain the challenges and problems involved in establishing a Skills Training Center, especially, the bilingual component; to establish inter-institutional cooperation and linkages with the world of work; to define the composition of a permanent Advisory Board for the Center; to identify several sources of funding; and to determine the future manpower needs in the Perth Amboy geographical area.

From the very onset of the exploratory phase, the Consultants were aware of the limitations in the interview and questionnaire process. Nonetheless, the Consultants have gained a broad view of the challenges and the problems involved with the establishment of a Skills Training Center and more particularly the Bi-lingual Component of this Program. Their work in this area was primarily exploratory as the term indicates, and therefore, additional phase should and must include the greatest number of interested persons in the many aspects of the program.

The Consultants wish to express another sentiment before the description of the interactions with the many persons during the course of the feasibility study. This sentiment is that apologies are expressed to any person who may feel that they should have been included in some way in the feasibility study. The Consultants' chief explanation is that they were neutral so that every bit of input and contributions would have served the feasibility study well.

The Exploration Phase consisted of four parts, namely, conferences with school system personnel and citizens' groups; conferences with officials in various related organizations; visits to Skills Training Centers; and the manpower forecasts for Perth Amboy.

Conferences With School System Personnel and Citizens' Groups. From the very beginning of their work, Drs. Baratta and Skalski indicated that they were primarily investigators as well as proponents for the Skills Training Center. However, they sought to serve as instruments for the purpose of the program development and that the Skills Training Program needed to be authentic rather than a "slick public relations document".

1. School District Resources. Many members of the Perth Amboy Public School System were interviewed. During the course

of the study, interviews were conducted with Mrs. Anne Dillman, President of the Board; Mr. Anthony V. Ceres, Superintendent of Schools; Mr. Edward Liston, Assistant Superintendent; Mr. Albert Huntress, Supervisor of Industrial Arts; Mr. Michael Stofega, High School Principal; Mr. George Zupko, newly appointed High School Principal; Mr. Roger Buck, Supervisor of Funded Programs; Mr. Bob Estok, Job Placement Coordinator; Mr. Robert Sottilaro, Coordinator of WECEP; Mr. Donald Matruska, and Mr. Tom Patten, CIE Coordinators; and Max Arroyo, Community Coordinator.

The general conclusions drawn from the sum total of these meetings and contacts ranged along the continuum from strong support for the goals of the program to a lukewarm reception regarding the possible need or success of such a program. In addition the Consultants were most impressed with the sincerity and professionalism expressed and received the encouragement to pursue the feasibility study in earnest.

2. Citizens' Resources. Getting to know what is the citizens' view is an important part of any exploratory phase when contemplating new programs. There is a growing sophistication in the area of wide citizens' participatory involvement in "social action projects". The proposal for conducting the feasibility study clearly indicated the importance of this phase of the study. The Consultants were in strong congruence professionally and philosophically regarding this participation.

Some of the simple questions regarding who participates, and who speaks for the citizens, and who should be involved are basic considerations. What the Consultants learned early was that not just a few persons but many citizens speak for citizens. Some persons almost apologized by saying that there are multi-groups within the sub-community systems. Some felt that there was fragmentation so that nobody could be designated as the chief spokesman. To make a value judgment, the Consultants consider this situation a positive aspect of Perth Amboy community life. Our present society is beyond the point that if a particular program is to get off the ground it must receive the approbation of "the boss". What the Consultants are attempting to say is that perhaps the most valuable suggestion may have come from a shy seventeen year-old lad, studying in the Adult Center, when he said, "I need to get some training because I want to be a leader in Perth Amboy." And, what the Consultants learned was that the largest majority of persons could readily see the immediate need for training that would help people get jobs and feel good about themselves and their community and their country.

At the peril of missing some persons specifically, in this section the Consultants will share for the record and possibly for future action the persons that participated in some way in the exploratory phase of the feasibility study.

For example, the Consultants attended a meeting of The Coalition for a Better Community. At this meeting we explained the possibility of establishing a Skills Training Center and received encouragement and support. Some of the persons who were in attendance at the meeting and met by the Consultants were Mr. Nick Rivera and Mrs. Mary Martin, Co-Chairmen; Mrs. Mildred Rodriguez, a Bilingual Teacher; Mrs. Gloria Pajak; Father Campo E. Vaca; Mrs. Cathy Garcia; Mrs. Anna Serrano; Professor Marcus Leiderman; and Mr. A. Caceda. It was evident that one of the goals of the proposal, that is to identify emerging leaders, could be pursued in resource centers such as this. The Consultants were in further contact with some of those persons at other times during the course of their work.

There were three other meeting-type contacts with citizens of the community. At a meeting called by Stewart W. Mills, Director of Adult Vocational-Technical Education of the New Jersey Department of Education, which was held in Superintendent Ceres' office (Cf. Appendix G) some of the persons from the community were Mrs. Aida Greenspun, Mr. Jack Gutierrez, and Mrs. Candida Vargas. Then at a meeting of an Ad Hoc Committee for the Planning of the Adult Skills Center which was called by the Consultants, other citizens included: Mr. Henry Wyszynski, Mr. Mathias E. Rodriguez, Father Chevy, Mrs. Beulah Henderson, Mr. Ralph Ortiz, Mrs. Arcadia Garcia, Miss Sylvia Concepcion, Mrs. Candida Vargas, Mr. Max Arroyo, Mr. Frank Catalina, Mr. Raymond S. Fagan, and Mr. Jcaquin Gutierrez. At the follow-up meeting of a Sub-Committee the participants included Mrs. Arcadia Garcia, Mr. Henry Wyszynski, Mrs. Aida Greenspun, Mr. Joaquin Gutierrez, Mr. Max Arroyo, Mr. Frank Catalina and Mrs. Marsha Swartz.

The persons who attended the meeting of the Ad Hoc Committee for the Planning of the Adult Skills Training Center indicated support for the Center. The summary of some of the principal points made at the meeting are found in the reports of the two meetings and are included in Appendix F.

The chief recommendations made during each of the two meetings were:

a. Organize a committee of from 15 to 21 members who provide broad cross-community and world of work representation. Consideration should be given to some of the important sociological factors. Some concrete proposals were presented and discussed.

b. A high priority should be given to a clear definition of the nature of the advisory functions. Some of the suggested functions were presented on the agenda for the June 9, 1972 meeting.

c. It will be necessary that the Director of the Adult Education Program be involved as the leader in the organization of the Advisory Committee. The work of the "Ad Hoc" group should continue.

The conclusion from the Citizens' Resource was that there was support for the establishment of the Skills Training Center. The various citizens candidly shared their concerns. There was strong support, though there was a corollary expression that the training should not fail like some of the previous programs had. There was concern about helping the graduates get jobs and also that the training should be "solid" so that the trainees could succeed in their work.

Moreover, through the work of Dr. John M. Skalski, the Research Specialist on the Consultant Team, about 500 persons in the community were surveyed. The more specific results of this research will be presented elsewhere in this report. For the purpose of this particular section, selected statements of various citizens will be shared in this report. They present another important citizens' consensus about the need for the Skill Training Center.

Selected Statements In The Questionnaire Question No. 21

a. Miss Sarah J. Cristo, 275 Smith Street:

"Many intelligent persons may be more useful for the community by learning an occupation role."

b. Mr. Ricardo Monveri, 526 Cornell Street:

"Because there are many people who want to advance."

c. Mr. Andres Ramirez, 163 Brighton Avenue:

"To help develop the Hispanic Community."

d. Mr. Ramon Valera, 154 Rector Street:

"Because there is much unemployment."

e. Miss Caridad Naranjo, 427 Division Street:

"Many persons have aptitudes and have no way of developing them."

f. Miss Isabel Olivet, 113 Dordonst:

"There are many young men and adults who need it."

g. Miss Lourdes Callazo, 109 State Street:

"There is almost no place to go to hunt for work without skill."

h. Miss Consuelo Tovar, 182 Madison Avenue:

"Because the Hispanic community is growing daily and the people need to learn trades."

Conferences With Officials In Various Related Organizations. A series of conferences and meetings were arranged through the cooperation of various persons. At times they were arranged by the Consultants, others were arranged by Mr. Sellers, Director of the Adult Education Center, others were arranged by Mr. Albert Huntress, Supervisor of Industrial Arts, others were arranged by Mrs. Marsha Swartz, Camps Coordinator, others through Mr. Stewart W. Mills, Director of the Bureau of Adult Vocational-Technical Education of the Dept. of Education, and others were arranged by Donald Ruffin, Manpower Planner of Model Cities. The purpose of the meetings were primarily to link the Skills Training Center with the world of work, to enlist support for possible funding, and to provide inter-institutional cooperation.

1. Meeting at Rutgers University. A meeting was arranged with Dr. Herbert Levine, Director of the Rutgers University Labor Center; Dr. George Tapper, Director of Rutgers University Bureau of Community Services; Mr. Tony Vega, Chairman of CAMPS (Area Manpower Planning Board) for the Middlesex-Somerset Counties Labor Area; Dr. Marcus Leiderman, Professor of Social Services at Rutgers University; Mrs. Marsha Swartz, CAMPS Coordinator; and Drs. Baratta and Skalski, Program Developers. The purpose of the meeting was to communicate information about the feasibility study and to seek information regarding cooperative links between the Skills Training Center and various labor groups. The meeting served to provide added perspectives and dimensions to the types of programs that might be offered in the Perth Amboy Adult Education Skills Training Center.

Some of the highlights of the meeting were:

a. The Skills Training Center program ought to be broader than the basic skills. The program should not be confined to only those that are unemployed or for entry level jobs. There should be a middle management type component. If the target population saw that the middle group was moving and that these middle management personnel also came from the target population, they would be able to be assisted in their work environments.

b. The conference participants indicated that in spite of the criticism from many quarters concerning the university role in today's society, the matter of degrees and certification is important to persons from target populations.

c. There is a common fallacy that often when persons think about the Hispanic citizen it is thought that these people do not speak English. This is not the fact.

d. There should be an emphasis on helping the persons in the target population to assist in upward mobility. It is also important to foster self-esteem in the population. The T-group method may assist in this matter.

e. The youth are very capable but they are undereducated and need motivation. If the Skills Training Center can help to generate a way in which these youth may be helped, the program will be a success.

f. The Skills Training Program should set up a full individual counseling program.

g. There should be a student support service.

2. Meeting For Special Needs And Cooperative Education. Arrangements were made by Mr. Al Huntress for a meeting with Mr. John Wyllie, Director of the Bureau of Special Needs and Cooperative Education of the New Jersey State Education Department in the Board Room at State Street. Attending were Mr. Huntress, Mr. Edward Liston, Assistant Superintendent, Mr. George Zupko, newly appointed Perth Amboy Senior High School Principal, Mr. Roger J. Buck, Supervisor of Federal Programs, Mr. Malcolm Sellers, and Drs. Skalski and Baratta. Mr. Wyllie could not attend because of illness.

The purpose of the meeting was to explore the possibility of state and local system cooperation for the Skills Training Program. There were the practical problems discussed for instituting a type of retrievable system of education in which there could be dual enrollment in the Skills Training Center and various parts of the public school system.

3. Meeting Of Central Jersey Industry-Education Council. The Consultants were informed that Perth Amboy School District was one of the participatory members of the Central Jersey Industry-Education Council. They made an appointment to speak with Mr. Bernard Novick concerning the feasibility study. On the morning of the meeting, instead of meeting with Mr. Novick, the Consultants were turned over to Mr. Joseph Koury, Occupational Information Consultant.

As an aside, the Consultants having had various experiences with many agencies and persons because of the nature of their professional experience, communicate to the Perth Amboy Board of Education that is the prime contractor, that there is an interesting phenomenon that takes place in certain quarters called "wheel spinning". Perhaps in the future there may be a participatory role for the Central Jersey Industry-Education Council in the Perth Amboy Skills Center. This is in the view of the Consultants -- "to-be-developed territory".

4. Meeting With Director of Middlesex County Economic Opportunities Corporation (MCEOC). The Consultants conferred with Mr. Nick Rivera, Program Manager of MCEOC. The message that was communicated clearly was that there are many persons whom his agency services that are in great need. They are in

need of much in the way of clothing, food, shelter. There are many persons who need even the most basic entry level jobs. His views provided an important balance to other opinions about the Skills Training Center.

5. Meetings With The Camps Coordinator. The Consultants have had a series of meetings with Mrs. Marsha Swartz, CAMPS Coordinator. Mrs. Swartz has been a very cooperative and enthusiastic person regarding the establishment of the Perth Amboy Skills Training Center. Mrs. Swartz's unique role in the Manpower Planning Area has been most valuable to the development of ideas for possible program selections in the Skills Training Center. Mrs. Swartz arranged meetings with the Rutgers Labor Center and with the officials of the Model Cities Administration in Perth Amboy. In addition she provided meaningful data and documents such as the REPORT OF THE ANCILLARY MANPOWER PLANNING BOARD OF MIDDLESEX/SOMERSET COUNTIES TO THE NEW JERSEY STATE CAMPS SECRETARIAT FOR THE FISCAL YEAR 1973-1974 published on March 20, 1972. This report provides strong justification, support and encouragement for the establishment of a Skills Center.

Mrs. Swartz has participated in many meetings that have been conducted as part of the feasibility study. There are times, when she readily admits that she is presenting a minority opinion. This input is important because the Skills Training Program must be pragmatic. It must get people who don't have jobs -- a chance to get jobs and succeed in their work.

The Consultants recommend that the services of Mrs. Marsha Swartz are important for the Perth Amboy Skills Training Center.

6. Meeting With Manager Of State Employment Service. The Consultants met with Miss Mary T. McNicholas, Manager of the Perth Amboy Office of the New Jersey State Employment Service regarding the establishment of the Skills Training Center. Miss McNicholas was most interested in the idea of the Skills Training Center. The purpose of the meeting was to determine what were the more prevalent occupations which had employment possibilities.

The information provided was that the following jobs provided entry level opportunities:

a. Factory assembly

b. Semi-skilled factory jobs

c. Marginal Health occupations, practical nursing, nurses' aides, orderlies, etc.

d. Warehousing - forklift machinery

e. Chemical operators

The Manager indicated that the Project ACTION was a New Jersey State Employment Service out-station. The SES has a testing service that may be used.

Miss McNicholas was invited to attend the meeting at the Superintendent's Office. Since that meeting there has been a request by the Consultants for the assignment of a Job Counselor for SES to the Skills Training Center. A similar request had been received by Miss McNicholas from Mr. Robert Estok, Job Coordinator of the Perth Amboy Public Schools.

It is the recommendation of the Consultants that close cooperative arrangements be developed with SES and the Skills Training Center.

7. Meeting With Model Cities Administration. Through Mrs. Marsha Swartz a meeting was arranged for the Consultants and Model Cities. Present at the meeting were Mr. Frank Catalina, Director; Mr. Raymond Fagan, Chief of Evaluation and Information; Mr. Don Ruffin, Manpower Planner; Mrs. Marsha Swartz, CAMPS Coordinator; Mr. Malcolm Sellers, Director of the Adult Education Center and Drs. Baratta and Skalski.

The purpose of the meeting was to present information about the possible establishment of the Skills Training Center and to request funding for the renovation of the Grammar School and the Annex at Barracks Street.

The reception from Model Cities was most cordial and positive. Many problems were discussed concerning the matter of the cycling of funds. However, even at the late date of the request, the Director indicated that efforts would be made to assist.

A meeting to draft the proposal was arranged between the Consultants and Mr. Ruffin. A proposal was prepared which was presented to the Citizens' Board. At the writing of this report, it has been learned that Model Cities will provide $67,000.00 for renovation purposes.

Mr. Catalina has also attended three other meetings that have been arranged for the Skills Training Program. He attended the meeting at the Superintendent's Office and two meetings of the Ad Hoc Advisory Groups.

The Consultants also had a meeting with Mr. Raymond Fagan concerning possible means of linking additional programs of the Skills Center with Model Cities. Mr. Fagan reports that

Model Cities could serve as the expediter in arranging various proposals. The Consultants strongly recommend that the Director of the Adult Education Center and the future Coordinator of the Skills Training Center work closely with Model Cities in this matter of linking and coordinating services and funding.

Finally, the Consultants attended an evening meeting of the Citizens' Committee of Model Cities to present their talk on the establishment of the Skills Training Center.

The copy of the proposal submitted for Model Cities funding is enclosed in Appendix H of this report.

8. Meeting At Headquarters Of Puerto Rican Congress Of New Jersey, Inc., Trenton. A meeting was held with Mr. Hector Rodriguez, Executive Director, Mr. Carlos Veguilla, Assistant Director, and Mr. John W. Gotsch, Director of Research, Mr. Sellers and Drs. Baratta and Skalski.

Mr. Rodriguez indicated many of the concerns of the Puerto Rican Congress regarding the establishment of a Skills Center in Perth Amboy and expressed no doubt that there is an urgent need. These officials indicated that they hoped in the very near future that the Hispanic Community itself would be in the vanguard and in the leadership for this type of program.

9. New Jersey State Department Of Education Meetings In The Office Of The Director Of The Bureau Of Adult Vocational-Technical Education. Mr. Stewart W. Mills has been most interested and cooperative in the feasibility study being conducted for the establishment of the Skills Center in Perth Amboy. Two meetings were held in his office. At the first, various plans were made regarding various contacts with persons

in the Department of Education, Department of Labor, and The Community Affairs Department.

At the second meeting present were Mr. Ralph Sims, Consultant for Urban Education, Mr. Hector Rodriguez, Executive Director of the Puerto Rican Congress of New Jersey, Inc. and Mr. Barry Semple, Director of Community Education of the State Education Department and Baratta, Skalski and Sellers.

After the preliminary explanation of the task of the Consultants the various members at this meeting provided the following input:

a. Planning. There must be broad community support from the people and the government. There must be community interest and the identification of the skills areas must be consistent with job possibilities.

b. Agency coordination. The linking of interests of various community and government agencies is cordial at the discussion level. There is difficulty coordinating and getting interagency cooperation. Territorial rights and empire domain constantly operate.

c. Supportive Services. For the Skills Training Center to work there must be facilitating and supporting services such as day care centers, transportation, etc.

d. Industrial-business link. This component must be involved in the program or the job placement phase will be difficult at best.

10. Meeting With State Director Of Title I Funds. A meeting was arranged by Mr. Stewart W. Mills, with Mrs. Jane Holub, State of New Jersey Director of Title I Funds in Perth

Amboy, for the purpose of considering possible additional funding sources for the Skills Training Center. Present at the meeting were Mrs. Jane Holub; Mr. Roger Buck, Supervisor of Title I Program of Perth Amboy; Mr. Malcolm Sellers, Mrs. Beulah Henderson, and Drs. Baratta and Skalski.

As a result of the meeting there was some consideration given to the establishment of a special program for dropouts in the Skills Training Center. This will require special proposal preparation in a program that will be consistent with the legislation governing Title I funds.

Visits To Skills Training Centers. Visits were made by the Consultants to several Skills Training Centers or Adult Education Programs to discuss with Directors' and Staffs' matters dealing with funding, programming, staffing, facilities, equipment, governance and organization.

1. East Orange Adult Center. A visit was made by the Consultants to the East Orange New Jersey Adult Education Center on the campus of Upsala College. Arrangements were made by Mr. Andrew Bobby, Principal of William C. Scott High School. A conference was held with Mr. Stephen F. Freedman, Director of the Department of Vocational, Adult and Continuing Education, and several members of his staff.

The purpose of the meeting was to observe the operation of the Skills component of the Adult Center. Information was obtained concerning administration, staffing, program and budgetary aspects. The largest amount of funding of this program is mainly from State Education Department sources.

2. Hudson Valley Opportunities Industrialization Center, Inc., Poughkeepsie, New York. A visit was arranged by Mr. Donald

Ruffin, of Model Cities Administration, for the Consultants to observe this Skills Training Center. Present at the meeting were Rev. J. Briggs, Executive Director; Mr. L. Alba, National Office Consultant; Mrs. Adrienne Coleman, Office Manager; Mrs. Phyllis Greenfield, Research and Planning Coordinator; Mrs. Marsha Swartz; Mr. Stewart Mills, Mr. Malcolm Sellers and Drs. Skalski and Baratta.

HVOIC in Poughkeepsie is one of over 100 Skills Training Centers that have been established through the work of Rev. Leon Sullivan of Philadelphia. There were many instructional features about the HVOIC that have applicability in Perth Amboy. The first is the "success philosophy" of the program. The second is the outstanding Table of Organization. The third is the hiring of many service and support personnel for the success of the program. The fourth is that 60% of the funding emanates from Model Cities.

It would be important that the Skills Training Staff of Perth Amboy have some further contact with the HVOIC program.

3. East Paterson High School Vocational-Business Program. A visit was arranged by Dr. Vito Farese, Principal of Memorial High School in East Paterson and the Consultants regarding various areas contemplated in the Perth Amboy Skills Training proposal. A meeting was held with Mrs. Marion Duncan, Director of Guidance, and Mr. Harold Wagner, Industrial Arts Supervisor. Various course outlines were reviewed and equipment discussed.

4. Bergen County Vocational Technical High School Skills Training Center. A visit was arranged through the office of Dr. Neil Perkins, Superintendent, to visit the Skills Training Center.

The facilities were observed which included programs in welding, office practice, dental assistants, drafting, and automotive repairs.

5. Vocational-Technical Curriculum Laboratory at Rutgers University Kilmer Campus. The Consultants visited the excellent Curriculum Laboratory resource at Rutgers. Many materials were examined and reviewed for possible inclusion in the program development phase for the several proposed courses for the Perth Amboy Skills Training Center. A total of 46 course outlines and text materials were purchased for the Skills Training Center. They are listed in the curricular bibliography (Appendix C) of this report. They should serve as a starting point for the several courses as they are implemented.

The Consultants recommend that in the future that the Director of the Adult Center participate as an author in the publication of an outline regarding the organization of an Adult Education Skills Center. There is a paucity of information available. It is sorely needed.

Manpower Forecasts For Perth Amboy. Several sources were consulted to ascertain the kinds and types of jobs that are predicted to be available in the future to persons within the Perth Amboy geographical area. This brief survey (Table 1) indicated that between 1972-1975 a need will exist for clerical office practice personnel such as stenographers, typists, secretaries, office machine operators, clerks, cashiers, telephone operators, and shipping and receiving clerks; workers in trade and industrial occupations such as automotive repair, appliance repair, small engine repair, and foremen; distributive education personnel such as sales workers, managers, officials, proprietors, and purchasing agents; and workers in home economics occupations such as waiter.

TABLE 1

MANPOWER FORECASTS FOR PERTH AMBOY GEOGRAPHICAL AREA

| Category of Job Titles | (1) Manpower Forecast for Middlesex County - 1972-1975 (by Central Jersey Industry Education Council |  | (2) Labor Dept. Manpower Forecast for Middlesex County - 1960-1975 Total Annual Average Openings | (3) Occupations in Demand for Perth Amboy - New Brunswick Area |  | (4) Occupations in Demand for Perth Amboy - New Jersey State Employment Service | (5) Projected Occupational Employment Needs for Perth Amboy - New Brunswick (CAMPS) |
|---|---|---|---|---|---|---|---|
|  | 1972 | 1975 |  | March 1972 | May 1972 |  |  |
| lerical Office Practice |  |  |  |  |  | X | X |
| A) Steno, Typist, Secretary | 7,744 | 8,552 | 642 | X | X |  |  |
| B) Office Machine Operators | 1,483 | 1,730 | 104 | X | X |  |  |
| C) Accounting Clerks | 1,158 | 1,214 |  |  |  |  |  |
| D) Bookkeeper | 1,723 | 1,871 | 126 | X |  |  |  |
| E) Clerical and Kindred | 12,946 | 13,995 | 598 | X |  |  |  |
| F) Book Tellers |  |  | 39 | X |  |  |  |
| G) Cashiers |  |  | 156 | X |  |  |  |
| H) Telephone Operators |  |  | 75 |  |  | X |  |
| I) Shipping and Receiving Clerks | 1,090 | 1,117 | 36 | X |  |  |  |
| utomotive Repair |  |  |  |  | X |  |  |
| ppliance Repair |  |  |  |  |  |  |  |
| mall Engine Repair |  |  |  |  | X |  |  |
| A) Mechanics and Repairman | 7,613 | 8,486 | 352 | X |  | X |  |
| B) Motor Vehicle Mechanics |  |  | 88 | X |  | X |  |
| C) Office Machine Mechanics |  |  | 8 | X |  |  |  |
| D) Radio and TV Mechanics |  |  | 15 |  |  |  |  |
| E) Foremen |  |  | 284 |  |  |  | X |
| Distributive Education |  |  |  |  |  | X |  |
| A) Sales Workers | 14,178 | 15,306 | 685 | X |  |  | X |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Office Machine Operators | 1,483 | 1,730 | 104 | X | X | | |
| C) Accounting Clerks | 1,158 | 1,214 | | | | | |
| D) Bookkeeper | 1,723 | 1,871 | 126 | X | | | |
| E) Clerical and Kindred | 12,946 | 13,995 | 598 | X | | | |
| F) Book Tellers | | | 39 | X | | | |
| G) Cashiers | | | 156 | X | | | |
| H) Telephone Operators | | | 75 | | | X | |
| I) Shipping and Receiving Clerks | 1,090 | 1,117 | 36 | X | | | |
| utomotive Repair | | | | | X | | |
| ppliance Repair | | | | | | | |
| mall Engine Repair | | | | | X | | |
| (A) Mechanics and Repairman | 7,613 | 8,486 | 352 | X | | X | |
| (B) Motor Vehicle Mechanics | | | 88 | X | | X | |
| (C) Office Machine Mechanics | | | 8 | X | | | |
| (D) Radio and TV Mechanics | | | 15 | | | | |
| (E) Foremen | | | 284 | | | | X |
| Distributive Education | | | | | | X | |
| (A) Sales Workers | 14,178 | 15,306 | 685 | X | | | X |
| (B) Managers, Officials and Proprietors | 19,845 | 20,984 | | | | | X |
| (C) Purchasing Agents | | | 22 | | | | |
| Home Economics Occupations | | | | | | | |
| (A) Waiters and Waitresses | 2,623 | 2,862 | | X | X | X | |
| (B) Other Service Workers | 8,308 | 9,304 | | X | X | | X |

Sources

(1) Central Jersey Industry Education Council. Manpower Forecast For Middlesex County, 1972-1975. Woodbridge, New Jersey 07095

(2) Manpower Forecast For Middlesex County (Received copy from New Jersey State Department of Education, Adult Vocational-Technical Education.)

(3) New Jersey State Employment Service. Occupations in Demand By Labor Area, for March and May, 1972. (Received copy from New Jersey State Department of Education, Adult Vocational-Technical Education.)

(4) Occupations in Demand in Perth Amboy. (Received vertal information from Manager, New Jersey State Employment Service.)

(5) Report of the Ancillary Manpower Planning Board of Middlesex/Somerset Counties To The New Jersey State Camps Secretariat, Fiscal Year 1973-1974. New Brunswick, New Jersey, March 20, 1972.

Summary Concerning The Exploratory Phase. As a conclusion of this phase of the feasibility study, it is apparent that countless persons participated enthusiastically in the first phase of the establishment of a Skills Training Center. The Consultants offer several summary statements:

1. There is a strong body of opinion supporting the establishment of a Skills Training Center.

2. The administration of the Adult Skills Training Center must identify a few receptive funding sources and work with them intensively.

3. The administration of the Adult Skills Training Center must in the staffing of the Center foster the emerging leadership development of citizens in the target areas.

4. The establishment of the Advisory Committee must include people who care about the success of the Skills Center.

5. The links that have been initiated with various agencies and organizations should be nurtured for the mutual benefit of both parties.

6. The Skills Center must start in September even if it begins with one borrowed typewriter to train three people. This start cannot be allowed to evaporate because of lack of funding.

7. Manpower forecasts predict for the next five years a need for workers in selected jobs in clerical office practice, trade and industrial, distributive education, and home economics occupations.

Community Survey. The Community Survey was undertaken to determine the occupational needs, and the educational, and occupational goals of Spanish-speaking out-of-school youth and adults in Perth Amboy; to assess the need and support for a Skills

Training Program; and to ascertain the kinds of training that should be provided if an Adult Vocational Skills Training Program were initiated in Perth Amboy. The Community Survey included three phases, namely, the development of the research design; the collection of data; and analysis of the data.

Research Design. The subjects of the survey included 494 out-of-school youth and adults in Perth Amboy. Of these 494 adults, 345 or 69.8% of the subjects were Hispanic and 149 or 30.2% of the subjects were from other ethnic groups (hereinafter termed, "Other"). One hundred sixty (32.4%) males and 185 (37.4%) females comprised the Hispanic group while 62 (12.5%) males and 87 (17.6%) females comprised the Other groups.

Since the original proposal charge was to develop an Hispanic Education Program (HEP), the program developers decided that the "five hundred adults" sample for the survey should include about 40% out-of-school youth and adults currently enrolled in the day and evening language programs at the Perth Amboy Adult Education Center and the remaining 60% from the target and non-target areas of the city. It was also decided that the majority of the survey grous were to be Spanish-speaking out-of-school youth and adults. Two hundred adults of whom 135 were Hispanic and 65 were from other ethnic groups were selected from the current day and evening programs at the Adult Education Center to participate in the survey. Also, two hundred ninety-four adults of whom 210 were Hispanic and 84 were from other ethnic groups were selected from the community-at-large, to participate in the survey. It is noted that of the 189 known out-of-school youth of whom 125 and 64 were identified by the Guidance Department of the Perth Amboy High School and the Adult Education Center, respectively, 47 or one-fourth of all known current dropouts in Perth Amboy were included in the Community Survey.

The analysis of the composition of the survey sample (Table 2) indicated that 36.4% of the subjects were under 25 years of age and 58.3% were 25 years of age or older. A substantial proportion of the sample was born in Puerto Rico (39.1%) and in the State of New Jersey (11.1%). The majority of the subjects were either never married, divorced, widowed, or separated Nevertheless, a high proportion (45.3%) of the sample were married. The family size for the majority of the subjects was average, i.e., 1 to 4 persons although for 10.3% of the sample the family size was large, i.e., more than seven persons. Communication with English-only-speaking persons could be a problem to many Perth Amboy residents since the majority (57.1%) of the sample spoke no English at home. Although the majority of the subjects had at least some secondary school education, 35.2% had at most an elementary school education. Moreover, the majority (70.8%) had some kind of work experience during their lives.

Each of the 494 subjects in the Community Survey was to be interviewed by one of the experienced bilingual interview staff, using the questionnaire form entitled, Perth Amboy Adult Education, Hispanic Career Education Program (HEP), Community Survey (Cf. Appendix B). The questionnaire form was printed in English and in Spanish. The questionnaire included 26 questions concerned with personal history, educational and experiential background, career interests, continuing education plans, need for a Skills

## TABLE 2

## COMPOSITION OF THE SAMPLE

| Characteristic | N | % |
|---|---|---|
| Ethnicity | | |
| Hispanic | 345 | 69.8 |
| Other | 149 | 30.2 |
| Sex | | |
| Male | 222 | 44.9 |
| Female | 272 | 55.1 |
| Age | | |
| Under 25 years | 180 | 36.4 |
| Over 24 years | 288 | 58.3 |
| Place of Birth | | |
| State of New Jersey | 55 | 11.1 |
| Other States of U.S. | 38 | 7.7 |
| Puerto Rico | 193 | 39.1 |
| Cuba | 49 | 9.9 |
| Poland | 28 | 5.7 |
| Other | 119 | 24.1 |
| Marital Status | | |
| Married | 224 | 45.3 |
| Never Married; Divorced; Widowed; Separated | 255 | 51.7 |
| Total Number of Persons In Family (including person responding) | | |
| 1-4 | 270 | 54.6 |
| 5-7 | 142 | 28.7 |
| More than 7 | 51 | 10.3 |
| Language(s) Spoken At Home | | |
| English Only | 83 | 16.8 |
| Spanish Only | 210 | 42.5 |
| One Language Other Than English or Spanish | 72 | 14.6 |
| English and Spanish | 78 | 15.8 |
| English And One Other Language (but not Spanish) | 41 | 8.3 |
| Educational Background | | |
| Some/Completed Elementary School | 174 | 35.2 |
| Some/Completed Secondary School | 247 | 50.0 |
| Some/Completed College | 57 | 11.5 |
| Experimential Background | | |
| Had Work Experience | 350 | 70.8 |
| Never Had Work Experience | 144 | 29.1 |

NOTE. All percents were computed on the basis of 494 responses. The "no response" category was not listed in the Table.

Training Program in Perth Amboy, and the kinds of training that should be included if a Skills Training Program were started in Perth Amboy.

Data Collection. During May and June, 1972 each of the 494 of the planned 500 out-of-school youth and adults were interviewed, using the Community Survey form. The lack of time precluded the surveying of six of the adults from the community-at-large. All of the completed forms contained usable responses. Some of the questions on the form were not completed since there was a one-hour time limit for each interview.

The Findings. The results of the survey are reported in two sections, one concerned with current employment and career interests, and the other concerned with Skills Training Program.

1. Current Employment and Career Interests. The analysis of the data concerned with satisfaction with present job (Table 3) indicated that of the 63.3% of the sample who responded to this question, 37.0% were satisfied while 26.3% were dissatisfied with their current job. However, more of the Hispanic females were dissatisfied with their present jobs than Hispanic males or other males and females. Low salary, desire for a different job, and unsatisfactory working conditions were the principal reasons given for dissatisfaction with present job. The following are typical reasons for dissatisfaction with present job: " ... would like to train for other job"; "I don't make enough money"; "it's not what I want to do"; "want a professional job"; "would like a different type of job"; "better job with better salary"; "would like to work in my own trade"; "the job is too dirty"; "not in my own field of work. Prefer to work as a mechanic, not a furnaceman"; "pay is not enough. Prefer work in

## TABLE 3

QUESTION: IF WORKING, ARE YOU SATISFIED WITH YOUR PRESENT JOB?

| Responses | GROUPS<br>Hispanic | | | | | | Other | | | | | | All | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | | F | | M + F | | M | | F | | M + F | | M | | F | | M + F | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Yes | 61 | 38.1 | 42 | 22.7 | 103 | 29.9 | 31 | 50.0 | 49 | 56.3 | 80 | 53.7 | 92 | 41.4 | 91 | 33.5 | 183 | 37.0 |
| No | 36 | 22.5 | 70 | 37.8 | 106 | 30.7 | 14 | 22.6 | 10 | 11.5 | 24 | 16.1 | 50 | 22.5 | 80 | 29.4 | 130 | 26.3 |
| a | | | | | | | | | | | | | | | | | | |
| All | 160 | | 185 | | 345 | | 62 | | 87 | | 149 | | 222 | | 272 | | 494 | |

NOTE. All percents were computed on the basis of the total N in sample for each column. In this Table, total N's in the sample are listed under "All Responses".

[a] The "no response" category was not reported in the Table.

my own field - electrical"; and "my job is too hard and small salary".

Analysis of the data concerned with the problems which the subjects had in finding a job, working on the job, promotions, salary, etc. (Table 4), revealed that the major problems were the language barrier, lack of skill training, inability to find a job, low salary, and being underage or too young. Moreover, less frequently mentioned problems included the following: not having a diploma for higher level jobs; need to commute out-of-city; difficulty with promotions; trying to understand other workers; learning where jobs are; no babysitters; lack of school background; transportation problem; physical impairment; and having a drug problem.

The data concerned with jobs for which the subjects wished additional training (Table 5) revealed that at least 10% wants additional training as auto mechanics and secretary. Of course, more males than females wanted training in auto mechanics and more females than males, training as secretaries. At least 2% of the sample indicated a desire for additional training for the following jobs: general office worker; nurse; management; nurses' aide; social worker; beautician; carpenter; electrician; teacher; power sewing operator; and clerk. It was interesting to note that 56 different jobs for which additional training is sought were listed by the subjects.

Analysis of the data concerned with the primary career interests of the subjects (Table 6) revealed 53 different career interests. Only one primary career interest, secretary, was mentioned by at least 10% of the sample; all but one of the subjects indicating this career interest were females. At least

## TABLE 4

QUESTION: WHAT PROBLEMS, IF ANY, DID YOU HAVE IN FINDING A JOB, WORKING ON THE JOB, PROMOTIONS, SALARY, ETC.?

| Problems | N | % |
|---|---|---|
| Have No Skill Training | 36 | 7.3 |
| Inability To Find A Job | 20 | 4.0 |
| Language Barrier | 73 | 14.8 |
| Low Salary | 18 | 3.6 |
| No Experience | 14 | 2.8 |
| Too Young | 17 | 3.4 |
| Other | 24 | 4.9 |

NOTE. All percents were computed on the basis of 494 responses. The "no response" category was not listed in the Table.

TABLE 5

QUESTION: FOR WHAT JOB(S) DO YOU WISH ADDITIONAL TRAINING?

| | GROUPS | | | | | | |
|---|---|---|---|---|---|---|---|
| Responses | Hispanic | | Other | | All | | |
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Accounting | | 1 | | | | 1 | 1 |
| Agriculture | | | 1 | | 1 | | 1 |
| Air Conditioning Repairman | | | 1 | | 1 | | 1 |
| Banker | 1 | | | | 1 | | 1 |
| Beautician | 1 | 11 | | 5 | 1 | 16 | 17 |
| Bookkeeper | 1 | 3 | | 1 | 1 | 4 | 5 |
| Butcher | | | 1 | | 1 | | 1 |
| Carpenter | 11 | 1 | 1 | 1 | 12 | 2 | 14 |
| Cashier | | | | 1 | | 1 | 1 |
| Clerk | 1 | 5 | | 4 | 1 | 9 | 10 |
| Community Worker | 1 | 1 | | | 1 | 1 | 2 |
| Computers | 1 | 4 | 2 | 1 | 3 | 5 | 8 |
| Cook | 1 | | | | 1 | | 1 |
| Counselor | 1 | 1 | | | 1 | 1 | 2 |

TABLE 5 (cont'd)

| | GROUPS | | | | | | |
|---|---|---|---|---|---|---|---|
| Responses | Hispanic | | Other | | All | | |
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Designer | 1 | | 1 | | 2 | | 2 |
| Disc Jockey | 1 | | | | 1 | | 1 |
| Domestic | | | | 3 | | 3 | 3 |
| Dramatic Arts | 1 | | 1 | | 2 | | 2 |
| Electrician | 8 | | 4 | | 12 | | 12 |
| Electronics | 2 | | 2 | | 4 | | 4 |
| Engineer | 1 | | | | 1 | | 1 |
| Factory Assembly | 1 | | | 1 | 1 | 1 | 2 |
| Floral Arranger | | 2 | | | | 2 | 2 |
| Gas Station Manager | | | 1 | | 1 | | 1 |
| General Office Worker | 13 | 16 | 1 | 5 | 14 | 21 | 35 |
| Health Coordinator | 1 | | | | 1 | | 1 |
| Heavy Equipment Operator | 6 | | 1 | | 7 | | 7 |

TABLE 5 (cont'd)

| Responses | GROUPS<br>Hispanic<br>Male N | <br><br>Female N | <br>Other<br>Male N | <br><br>Female N | <br>All<br>Male N | <br><br>Female N | <br><br>Male + Female N |
|---|---|---|---|---|---|---|---|
| Interpreter For Deaf Mutes | | | | 1 | | 1 | 1 |
| Knitting | | | 1 | | 1 | | 1 |
| Lab Technician | 1 | 2 | | | 1 | 2 | 3 |
| Letter Printing | 2 | | | | 2 | | 2 |
| Management | 13 | 5 | 1 | 2 | 14 | 7 | 21 |
| Marketing | 1 | | 1 | | 2 | | 2 |
| Mechanic (Auto) | 47 | | 7 | | 54 | | 54 |
| Mill Ray | 1 | | | | 1 | | 1 |
| Newspaper Reporter | | | 1 | | 1 | | 1 |
| Nurse | | 23 | 1 | 10 | 1 | 33 | 34 |
| Nurses' Aide | 1 | 16 | | 4 | 1 | 20 | 21 |
| Painter | | | 1 | | 1 | | 1 |
| Plumber | 5 | | 2 | | 7 | | 7 |
| Policeman | 3 | | | | 3 | | 3 |

TABLE 5 (cont'd)

| Responses | GROUPS<br>Hispanic<br>Male<br>N | <br><br>Female<br>N | <br>Other<br>Male<br>N | <br><br>Female<br>N | <br>All<br>Male<br>N | <br><br>Female<br>N | <br><br>Male + Female<br>N |
|---|---|---|---|---|---|---|---|
| Roofing | 1 | | | | 1 | | 1 |
| Salesman | 2 | | | 2 | 2 | 2 | 4 |
| Secretary | 5 | 33 | | 18 | 5 | 51 | 56 |
| Sewing | 1 | 7 | | 2 | 1 | 9 | 10 |
| Small Engine Repair | 6 | | 1 | | 7 | | 7 |
| Social Worker | 8 | 10 | 3 | | 11 | 10 | 21 |
| Supervisor | | 1 | | | | 1 | 1 |
| Teacher | 1 | 8 | 2 | 1 | 3 | 9 | 12 |
| Teachers' Aide | | 4 | | 3 | | 7 | 7 |
| Telephone Operator | | 2 | | | | 2 | 2 |
| Textile Designer | | 2 | 1 | | 1 | 2 | 3 |
| Trade Worker | 1 | | | | 1 | | 1 |
| TV Repair | | | 1 | | 1 | | 1 |
| Waitress | | | | 1 | | 1 | 1 |

TABLE 5 (cont'd)

| Responses | GROUPS<br>Hispanic |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
|  |  |  | Other |  | All |  |  |
|  | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Welder | 1 |  |  |  | 1 |  | 1 |

NOTE. The "no response" category was not reported in this Table.

TABLE 6

QUESTION: WHAT ARE YOUR PRIMARY THREE (3) CAREER INTERESTS?

| Responses | GROUPS Hispanic | | Other | | All | | |
|---|---|---|---|---|---|---|---|
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Actor | 1 | | 1 | | 2 | | 2 |
| Banking | 2 | | | | 2 | | 2 |
| Beautician | 1 | 24 | | 4 | 1 | 28 | 29 |
| Businessman | 17 | | 2 | 2 | 19 | 2 | 21 |
| Carpenter | 11 | | | 1 | 11 | 1 | 12 |
| Clerical | 6 | 12 | 2 | 4 | 8 | 16 | 24 |
| Computer Programmer | 4 | 5 | 1 | 1 | 5 | 6 | 11 |
| Construction | | | 1 | | 1 | | 1 |
| Cook | 1 | | | | 1 | | 1 |
| Credit Manager | | 1 | | | | 1 | 1 |
| Dental Assistant | | 1 | | | | 1 | 1 |
| Dentist | 1 | | | | 1 | | 1 |
| Disc Jockey | 1 | | | | 1 | | 1 |

TABLE 6 (cont'd)

| | GROUPS | | | | | | |
|---|---|---|---|---|---|---|---|
| Responses | Hispanic | | Other | | All | | |
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Doctor | 1 | | | | 1 | | 1 |
| Draftsman | 1 | | 1 | | 2 | | 2 |
| Electrician | 13 | | 5 | | 18 | | 18 |
| Electronics | 4 | | | | 4 | | 4 |
| Fashion Model | | | | 2 | | 2 | 2 |
| Fireman | | | 1 | | 1 | | 1 |
| Floral Arranging | | 1 | | | | 1 | 1 |
| Furniture Upholstery | 1 | | | | 1 | | 1 |
| Guidance Counselor | | | 2 | 1 | 2 | 1 | 3 |
| Homemaking | | | | 2 | | 2 | 2 |
| Interior Decorator | 1 | 1 | | | 1 | 1 | 2 |
| Interpreter For Deaf Mutes | | 1 | | | | 1 | 1 |
| Lab Technician | 2 | 3 | | 2 | 2 | 5 | 7 |

TABLE 6 (cont'd)

| Responses | Hispanic |  | Other |  | All |  |  |
|---|---|---|---|---|---|---|---|
|  | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Lawyer |  | 1 |  |  |  | 1 | 1 |
| Machinist | 6 |  | 1 |  | 7 |  | 7 |
| Mechanic (Auto) | 40 |  | 5 |  | 45 |  | 45 |
| Nurse |  | 31 | 1 | 12 | 1 | 43 | 44 |
| Nurses' Aide | 1 | 14 |  | 5 | 1 | 19 | 20 |
| Outdoor Employment |  |  | 1 |  | 1 |  | 1 |
| Painter |  |  | 1 |  | 1 |  | 1 |
| Plumber | 4 |  | 1 |  | 5 |  | 5 |
| Policeman | 3 |  |  |  | 3 |  | 3 |
| Printer | 1 |  |  |  | 1 |  | 1 |
| Project Engineer |  |  | 1 |  | 1 |  | 1 |
| Psychologist |  | 1 |  |  |  | 1 | 1 |
| Real Estate Broker |  |  | 1 |  | 1 |  | 1 |
| Roofing | 1 |  |  |  | 1 |  | 1 |

TABLE 6 (cont'd)

| Responses | Hispanic | | Other | | All | | |
|---|---|---|---|---|---|---|---|
| | Male<br>N | Female<br>N | Male<br>N | Female<br>N | Male<br>N | Female<br>N | Male + Female<br>N |
| Salesman | 4 | 1 | 1 | | 5 | 1 | 6 |
| Seamstress | | 19 | | 5 | | 24 | 24 |
| Secretary | 1 | 39 | | 11 | 1 | 50 | 51 |
| Social Worker | 10 | 11 | | | 10 | 11 | 21 |
| Supermarket Owner | 1 | | | | 1 | | 1 |
| Tailor | 1 | | 1 | | 2 | | 2 |
| Teacher | 4 | 11 | 6 | 5 | 10 | 16 | 26 |
| Teachers'Aide | | 1 | | 2 | | 3 | 3 |
| Telephone Operator | | 5 | | | | 5 | 5 |
| Textiles | | 1 | 1 | | 1 | 1 | 2 |
| Welder | 5 | | 2 | | 7 | | 7 |
| Work in Airline Company | | 1 | | | | 1 | 1 |
| Writing | | | 1 | | 1 | | 1 |

NOTE. The "no response" category was not reported in this Table.

5% of the sar [illegible] ndicated the following primary career interests: auto mechanic; nurse, beautician; and teacher. At least 2% of the subjects mentioned the following primary career interests: clerical; seamstress; businessman; social worker; nurses' aide; electrician; carpenter; and computer programmer. Obvious sex differences were noted in the primary career interests stated by the subjects. More males than females indicated primary career interests as businessman, carpenter, electrician, and auto mechanic; more females than males stated primary career interests as beautician, clerical, nurse, nurses' aide, seamstress, and secretary.

2. Skills Training Program. The analysis of the data with respect to the plans for continuing education (Table 7) revealed that the majority of the subjects had some plans for continuing their education. More than 10% of the sample indicated that they wanted to learn English; to obtain a high school diploma and to go to college. An additional 10% of the subjects stated that they wished to continue to study. It must be noted that about 2% of the subjects intend to attend graduate school in the future.

Ethnic and sex differences are apparent in these educational aspirations. For instance, greater proportions of the Others group than the Hispanics group intend to continue their education in institutions of higher learning. Moreover, although more males than females plan to continue their education, more males than females of the Hispanic group and more females than males of the Other group intend to go to college.

The data concerned with the need of a Skills Training Program in Perth Amboy (Table 8) revealed that almost all (92.5%)

## TABLE 7

## QUESTION: WHAT ARE YOUR PLANS IN CONTINUING YOUR EDUCATION?

| Responses | GROUPS<br>Hispanic<br>M<br>N | <br><br>M<br>% | <br><br>F<br>N | <br><br>F<br>% | <br><br>M + F<br>N | <br><br>M + F<br>% | <br>Other<br>M<br>N | <br><br>M<br>% | <br><br>F<br>N | <br><br>F<br>% | <br><br>M + F<br>N | <br><br>M + F<br>% | <br>All<br>M<br>N | <br><br>M<br>% | <br><br>F<br>N | <br><br>F<br>% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Obtain High School Diploma | 24 | 15.0 | 22 | 11.9 | 46 | 13.3 | 12 | 19.4 | 13 | 14.9 | 25 | 16.8 | 35 | 16.2 | 35 | 12.9 |
| College | 20 | 12.5 | 17 | 9.2 | 37 | 10.7 | 9 | 14.5 | 14 | 16.1 | 23 | 15.4 | 29 | 13.1 | 31 | 11.4 |
| Graduate School | 2 | 1.2 | 2 | 1.1 | 4 | 1.2 | 2 | 3.2 | 3 | 3.4 | 5 | 3.4 | 4 | 1.8 | 5 | 1.8 |
| Teachers' Aide Certification | | | 1 | .5 | 1 | .3 | | | | | | | | | 1 | .4 |
| Learn English | 18 | 11.2 | 25 | 13.5 | 43 | 12.5 | 8 | 12.9 | 11 | 12.6 | 19 | 12.8 | 26 | 11.7 | 36 | 13.2 |
| Continue Study | 13 | 8.1 | 13 | 7.0 | 26 | 7.5 | 10 | 16.1 | 12 | 13.8 | 22 | 14.8 | 23 | 10.4 | 25 | 9.2 |
| a | | | | | | | | | | | | | | | | |
| All | 160 | | 185 | | 345 | | 62 | | 87 | | 149 | | 222 | | 272 | |

NOTE. All percents were computed on the basis of the total N in sample for each column. In this Tabl in the sample are listed under "All Responses".

[a] The "no" and "no response" categories were not reported in the Table.

TABLE 7

AT ARE YOUR PLANS IN CONTINUING YOUR EDUCATION?

|  | GROUPS |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Other |  |  |  |  |  | All |  |  |  |  |  |
| F | M |  | F |  | M + F |  | M |  | F |  | M + F |  |
| % | N | % | N | % | N | % | N | % | N | % | N | % |
| 3.3 | 12 | 19.4 | 13 | 14.9 | 25 | 16.8 | 35 | 16.2 | 35 | 12.9 | 71 | 14.4 |
| 0.7 | 9 | 14.5 | 14 | 16.1 | 23 | 15.4 | 29 | 13.1 | 31 | 11.4 | 60 | 12.1 |
| 1.2 | 2 | 3.2 | 3 | 3.4 | 5 | 3.4 | 4 | 1.8 | 5 | 1.8 | 9 | 1.8 |
| .3 |  |  |  |  |  |  |  |  | 1 | .4 | 1 | .2 |
| 2.5 | 8 | 12.9 | 11 | 12.6 | 19 | 12.8 | 26 | 11.7 | 36 | 13.2 | 62 | 12.6 |
| 7.5 | 10 | 16.1 | 12 | 13.8 | 22 | 14.8 | 23 | 10.4 | 25 | 9.2 | 48 | 9.7 |
|  | 62 |  | 87 |  | 149 |  | 222 |  | 272 |  | 494 |  |

ne basis of the total N in sample for each column. In this Table, total N's es".

were not reported in the Table.

TABLE 8

QUESTION: IS THERE A NEED FOR A SKILLS TRAINING PROGRAM IN PERTH AMBOY?

| esponses | GROUPS<br>Hispanic | | | | | | Other | | | | | | All | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M<br>N | %| F<br>N | % | M + F<br>N | % | M<br>N | % | F<br>N | % | M + F<br>N | % | M<br>N | % | F<br>N | % | M + F<br>N | % |
| es | 149 | 93.1 | 171 | 92.4 | 320 | 92.8 | 54 | 87.1 | 83 | 95.4 | 137 | 91.9 | 203 | 91.4 | 254 | 93.4 | 457 | 92.5 |
| o | 3 | 1.9 | 2 | 1.1 | 5 | 1.4 | 2 | 3.2 | 2 | 2.3 | 4 | 2.7 | 5 | 2.3 | 4 | 1.5 | 9 | 1.8 |
| | | | | | | | | | | | | | | | | | | |
| ll | 160 | | 185 | | 345 | | 62 | | 87 | | 149 | | 222 | | 272 | | 494 | |

NOTE. All percents were computed on the basis of the total N in sample for each column. In this Table, total N's in the sample are listed under "All Responses".

[a] The "no response" category was not reported in the Table.

of the adults surveyed stated that there was such a need. When the subjects were asked whether they would attend a Skills Training Program if one were started in Perth Amboy (Table 9), the majority (84.4%) indicated that they would. More Hispanics (88.4%) than Others (75.2%) mentioned that they would attend a Skills Training Program if one were initiated in Perth Amboy. Moreover, greater proportions of the male than female Hispanics and of the female than male adults in the Others group stated that they would attend a Skills Training Center. When the subjects were asked when they could attend if they were to enroll in a Skills Training Program in Perth Amboy (Table 10), the majority (68.4%) indicated that they would attend in the evening. However, a substantial proportion (21.7%) stated that they could attend during the daytime. More Other adults than Hispanics indicated that they could attend the Occupational Skills Training Center during the daytime. However, more Hispanics than Other adults could attend the Skills Center in the evening. Moreover, greater proportions of females than males could attend the Skills Center during the day while greater proportions of males than females could attend the Center in the evening.

Analysis of the data with respect to the kinds of training that should be provided if a Skills Training Program were initiated in Perth Amboy (Table 11), revealed the "desperate" need for such a program in Perth Amboy. Almost one-fifth (18%) of the subjects stated that "all kinds" of training should be provided for adults in the Perth Amboy community. In addition, 32 different specific kinds of training were mentioned by the subjects. At least 10% of the sample indicated the need for training as auto mechanic, secretary, and nurse. At least 5%

# TABLE 9

QUESTION: IF A SKILLS TRAINING PROGRAM WERE STARTED IN PERTH AMBOY, WOULD YOU ATTEND?

| | GROUPS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Responses | Hispanic | | | | | | Other | | | | | | All | | | | | |
| | M | | F | | M + F | | M | | F | | M + F | | M | | F | | M + F | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Yes | 146 | 91.2 | 159 | 85.9 | 305 | 88.4 | 42 | 67.7 | 70 | 80.5 | 112 | 75.2 | 188 | 84.7 | 229 | 84.2 | 417 | 84.4 |
| No | 5 | 3.2 | 6 | 3.2 | 11 | 3.2 | 11 | 17.7 | 15 | 17.2 | 26 | 17.4 | 16 | 7.2 | 21 | 7.7 | 37 | 7.5 |
| [a] | | | | | | | | | | | | | | | | | | |
| All | 160 | | 185 | | 345 | | 62 | | 87 | | 149 | | 222 | | 272 | | 494 | |

NOTE. All percents were computed on the basis of the total N in sample for each column. In this Table, total N's in the sample are listed under "All Responses".

[a] The "no response" category was not reported in the Table.

# TABLE 10

QUESTION: IF YOU WERE TO ENROLL IN A SKILLS TRAINING PROGRAM, WHEN COULD YOU ATTEND?

| Responses | GROUPS Hispanic | | | | | | Other | | | | | | All | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | | F | | M + F | | M | | F | | M + F | | M | | F | | M + F | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| During the Daytime | 29 | 18.1 | 41 | 22.2 | 70 | 20.3 | 13 | 21.0 | 24 | 27.6 | 37 | 24.8 | 42 | 18.9 | 65 | 23.9 | 107 | 21.7 |
| In the Evening | 121 | 75.6 | 129 | 69.7 | 250 | 72.5 | 37 | 59.7 | 51 | 58.6 | 88 | 59.1 | 158 | 71.2 | 180 | 66.2 | 338 | 68.4 |
| a | | | | | | | | | | | | | | | | | | |
| All | 160 | | 185 | | 345 | | 62 | | 87 | | 149 | | 222 | | 272 | | 494 | |

NOTE. All percents were computed on the basis of the total N in sample for each column. In this Table, total N's in the sample are listed under "All Responses".

[a] The "no response" category was not reported in the Table.

### TABLE 11

QUESTION: IF A SKILLS TRAINING PROGRAM WERE STARTED IN PERTH AMBOY, WHAT KIND OF TRAINING SHOULD BE PROVIDED?

| | GROUPS | | | | | | |
|---|---|---|---|---|---|---|---|
| Responses | Hispanic | | Other | | All | | |
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| All Kinds | 23 | 18 | 16 | 34 | 39 | 52 | 91 |
| Automotive Repair | 5 | 6 | 6 | 1 | 11 | 7 | 18 |
| Baking | | 1 | | | | 1 | 1 |
| Beautician | 1 | 21 | | 2 | 1 | 23 | 24 |
| Business Training | 7 | 7 | | 1 | 7 | 8 | 15 |
| Carpenter | 12 | 6 | 3 | 2 | 15 | 8 | 23 |
| Disc Jockey | 1 | | | | 1 | | 1 |
| Dramatic Courses | | | 1 | | 1 | | 1 |
| Electrical | 10 | 7 | 2 | 1 | 12 | 8 | 20 |
| Electronics | 1 | | 3 | | 4 | | 4 |
| Fireman | 1 | 1 | | | 1 | 1 | 2 |
| General Office Practice | 16 | 22 | 2 | 8 | 18 | 30 | 48 |
| IBM Computers | 6 | 7 | | 2 | 6 | 9 | 15 |

TABLE 11 (cont'd)

| | GROUPS | | | | | | |
|---|---|---|---|---|---|---|---|
| Responses | Hispanic | | Other | | All | | |
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Language Interpreters | | 1 | | | | 1 | 1 |
| Machine Operator | | 2 | | | | 2 | 2 |
| Mechanic (Auto) | 61 | 24 | | 3 | 61 | 27 | 88 |
| Medical Assistant | 1 | | | | 1 | | 1 |
| Metal Worker | 1 | | | | 1 | | 1 |
| Nurse | 11 | 33 | 1 | 5 | 12 | 38 | 50 |
| Nurses' Aide | 4 | 6 | | 6 | 4 | 12 | 16 |
| Orientation To Occupational Terms | | | 9 | 10 | 9 | 10 | 19 |
| Plumbing | 12 | 10 | 1 | | 13 | 10 | 23 |
| Policeman | 1 | | | | 1 | | 1 |
| Printing | | | 1 | | 1 | | 1 |
| Roofing | 1 | | | | 1 | | 1 |
| Secretarial | 19 | 37 | 1 | 13 | 20 | 50 | 70 |

TABLE 11 (cont'd)

| Response | GROUPS<br>Hispanic<br>Male N | <br>Hispanic<br>Female N | <br>Other<br>Male N | <br>Other<br>Female N | <br>All<br>Male N | <br>All<br>Female N | <br><br>Male + Female N |
|---|---|---|---|---|---|---|---|
| Sewing | 12 | 22 | | 3 | 12 | 25 | 37 |
| Small Appliance Repair | 6 | 4 | 1 | | 7 | 4 | 11 |
| Social Worker | 8 | 5 | | | 8 | 5 | 13 |
| Teacher | 5 | 5 | 1 | | 6 | 5 | 11 |
| Teachers' Aide | 2 | 2 | | 1 | 2 | 3 | 5 |
| Trade Skills | | | 2 | | 2 | | 2 |
| Welder | 2 | | 1 | 2 | 3 | 2 | 5 |
| Xray Technician | | 1 | | | | 1 | 1 |

NOTE. The "no response" category was not reported in this Table.

of the subjects mentioned the need for occupational training in general office practice and sewing. At least 2% of the sample stated the need for the following kinds of training: beautician; carpenter; plumbing; electrical; automotive repair; nurses' aide; business training; computers; social worker; small appliance repair; and teacher. Moreover, almost 5% of the sample indicated a need for an orientation to occupational terms.

Obvious sex differences were noted in the kinds of training that should be provided if a Skills Training Program were started in Perth Amboy. More males than females indicated a need for training in automotive repair, carpentry, electrical occupations, plumbing, small appliance repair, and automobile mechanics; while more females than males expressed a need for training as beauticians, nurse, nurses' aide, secretary, office practice and sewing.

Analysis of the data concerned with the types of training wanted if the subjects were to attend a Skills Training Program (Table 12), indicated mention of 34 different specific types of training desired by the subjects. At least 10% of the sample stated that they would like training as practical nurse/nurses' aide; and in secretarial skills, general office practice, and automotive repair. At least 5% of the sample mentioned that they desired training in sewing and business management. Moreover, at least 2% of the subjects indicated preference for training as salesman and in factory assembly.

In summary, the findings of the Community Survey revealed that:

1. the majority of out-of-school youth and adults with jobs were satisfied with them. However, a substantial proportion (about one-third) of those surveyed were dissatisfied with

TABLE 12

QUESTION: IF YOU WERE TO ATTEND A SKILLS TRAINING PROGRAM, WHAT TYPE(S) OF TRAINING WOULD YOU WANT?

| | GROUPS | | | | | | |
|---|---|---|---|---|---|---|---|
| Responses | Hispanic | | Other | | All | | |
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Automotive Repair | 45 | 3 | 14 | | 59 | 3 | 62 |
| Banking | 1 | | | | 1 | | 1 |
| Beautician | | 3 | | 3 | | 6 | 6 |
| Business Manager | 20 | 10 | 1 | 2 | 21 | 12 | 33 |
| Clothes Designer | | 2 | | | | 2 | 2 |
| Computer | | 1 | | 2 | | 3 | 3 |
| Construction | | | 4 | | 4 | | 4 |
| Creative Writing | | | 1 | | 1 | | 1 |
| Domestic | | 1 | | 2 | | 3 | 3 |
| Dramatics | 1 | | | | 1 | | 1 |
| Electrician | 1 | 1 | 5 | 1 | 6 | 2 | 8 |
| Factory Assembly | 11 | 4 | 1 | 3 | 12 | 7 | 19 |

TABLE 12 (cont'd)

| Responses | Hispanic | | Other | | All | | |
|---|---|---|---|---|---|---|---|
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| General Office Practice | 15 | 38 | 1 | 15 | 16 | 53 | 69 |
| Home Remodeling | 1 | | | | 1 | | 1 |
| Industrial Arts | | | 1 | | 1 | | 1 |
| Industrial Fireman | 5 | | 1 | | 6 | | 6 |
| Lab Technician | | | | 1 | | 1 | 1 |
| Machinist | 1 | | 1 | | 2 | | 2 |
| Marketing | 3 | 2 | 1 | 1 | 4 | 3 | 7 |
| Nursing | | | | 8 | | 8 | 8 |
| Painter | | | 1 | | 1 | | 1 |
| Plumbing | | | 1 | | 1 | | 1 |
| Practical Nurse/ Nurses/ Aide | 3 | 54 | 2 | 19 | 5 | 73 | 78 |
| Recreation Community Worker | 1 | | | | 1 | | 1 |

TABLE 12 (cont'd)

| | GROUPS | | | | | | |
|---|---|---|---|---|---|---|---|
| Responses | Hispanic | | Other | | All | | |
| | Male N | Female N | Male N | Female N | Male N | Female N | Male + Female N |
| Salesman | 13 | 1 | 4 | 2 | 17 | 3 | 20 |
| Secretarial Skills | 10 | 38 | | 26 | 10 | 64 | 74 |
| Sewing | 3 | 25 | | 12 | 3 | 37 | 40 |
| Social Worker | 1 | | | | 1 | | 1 |
| Teacher | | 1 | | | | 1 | 1 |
| Teachers' Aide | | 1 | 1 | | 1 | 1 | 2 |
| Telephone Operator | | 1 | | | | 1 | 1 |
| TV Repair | | | | 1 | | 1 | 1 |
| Waitress | | | | 1 | | 1 | 1 |
| Warehousing | 4 | | | 2 | 4 | 2 | 6 |

NOTE. The "no response" category was not reported in this Table.

their present jobs because of low salaries, desire for a different job, and unsatisfactory working conditions;

2. the language barrier, lack of skill training, inability to find a job, and low salary were the major occupational and job problems encountered by the subjects;

3. the majority of the subjects intended to continue their education, with a substantial group planning to attend college. However, there is an indication that the educational aspirations of the Hispanic population in Perth Amboy need to be raised substantially;

4. there is an intense and significant need for an Adult Vocational Skills Training Program which the Perth Amboy residents support. The reasons for this need as expressed by the surveyed adults were to provide an alternative to college; to train unskilled for skilled jobs; to raise the standard of living; to initiate a solution to unemployment; and to make people useful citizens;

5. most of the surveyed individuals would attend the Adult Occupational Skills Training Center if one were instituted in Perth Amboy;

6. there is a need for both a day and evening occupational training program in Perth Amboy; and

7. there is a consistent and persistent similarity in the responses of Perth Amboy's out-of-school youth and adults with respect to the jobs for which they wish additional training, their primary career interests, the kinds of training that should be provided by the Adult Skills Center if one were instituted, and the types of training desired by the subjects if they were to enroll in the Skills Center. The occupational

skills programs in the Adult Vocational Skills Center should include training as auto mechanic, secretary, general office practice worker, nurse, business manager, practical nurse/ nurses' aide, social worker, beautician, carpenter, electrician, clerk, teacher, and power sewing operator.

# SECTION III

# PROGRAM DESIGN

The exploration and research phase of the needs-assessment and feasibility study of the Hispanic Education Program (HEP), Bi-Lingual Vocational Educational Program provided the essential information for the design of an occupational skills training program for out-of-school youth and adults in Perth Amboy. The outputs of these phases indicated a lack of an integrated and continuous educational and occupational training, retraining, and upgrading program for out-of-school youth and adults in Perth Amboy; a dire need for an adult skills training program not only for Hispanics but also for other ethnic groups such as the Slavics and Blacks in Perth Amboy; the unrealistic and low-level educational, occupational, and vocational planning, decision-making, maturity, preferences, aspirations, and expectations of many target and non-target area adults; the existence of the phenomenon of the "waste of human resources" in Perth Amboy for reasons such as handicaps in communicative skills, marketable occupational instruction relevant to life tasks and/or style; a community striving for cultural pluralism and depolarization; a high priority need for a community-based vocational skills training center which would conduct day and evening programs in such areas as general office practice, trade and industrial occupations, home economics, and distribution and marketing occupations; miniscule educational attainment by a substantial segment of Perth Amboy population, especially the Hispanics; and multi-and-diverse problems experienced by Perth Amboy adults in locating a job, advancement on the job, training opportunities on-the-job, and job compensation. Since it was found that the concept of an occupational and vocational skills training program for Hispanics in Perth Amboy was too limited in scope and in terms of the clientele that need to be served by such a program in Perth Amboy, the program developers recommend that the occupational skills training program be incorporated into the larger framework of a Career Education Program.

Career Education is basically "an integral dimension of the nursery through adult curriculum which provides for all students a sequential continuum of experiences through which each individual may develop a more realistic perception of his capabilities and prepare him for entry and re-entry into employment and/or continuing education" (Doherty, 1972). Dr. Sidney P. Marland, Jr., U.S. Commissioner of Education, responding to questions about Career Education, selected and posed to him by the editors of American Education (Office of Education, 1971) stated that the concept of Career Education included three basic ideas, namely, that career education would be part of the curriculum for all students, that it would continue throughout an individual's stay in school and beyond, and that every student leaving school would possess the skills necessary for a livelihood, no matter when he left school. Career education is necessary because of increasing social and occupational change, because current educational and vocational programs have not been effective and comprehensive enough, because of the need to reduce the waste of human resources caused by undervaluation of vocational education, because the attainment of a promising and realistic career role requires a long time for development, and because a concerted effort by all social and educational agencies is required for each individual in our American society to learn to become employable. Career Education seeks to accomplish the following goals for each individual:

> 1. To engage in self appraisal related to how people differ in skills, interests and abilities and how these differences will affect an individual's career development.
>
> 2. To understand the degree of practice and knowledge that is essential to attain "skill" status.
>
> 3. To be aware of the relevancy of school to life and work.
>
> 4. To perceive work as a function of man's pride, identity, fulfillment, and need for skillful and creative expression.
>
> 5. To know a wide variety and a number of levels of occupations through both directly planned and unplanned exploration.
>
> 6. To appreciate all types of work and the people who do them.
>
> 7. To know how to plan and to select sequential, occupational oriented experiences, and how these procedures contribute to a foundation for career planning suitable to his own individuality.
>
> 8. To be aware of changes that will take place in all types of work with advancements in knowledge, with the phasing out of certain kinds of jobs and with the need for continuous retraining to meet job requirements.
>
> 9. To understand the influences and pressures of economic, cultural and political aspects of society in life and work.
>
> 10. To understand the effect of attitudes and personality factors (social, personal, emotional) in school and job success (Doherty, 1972, p. 2).

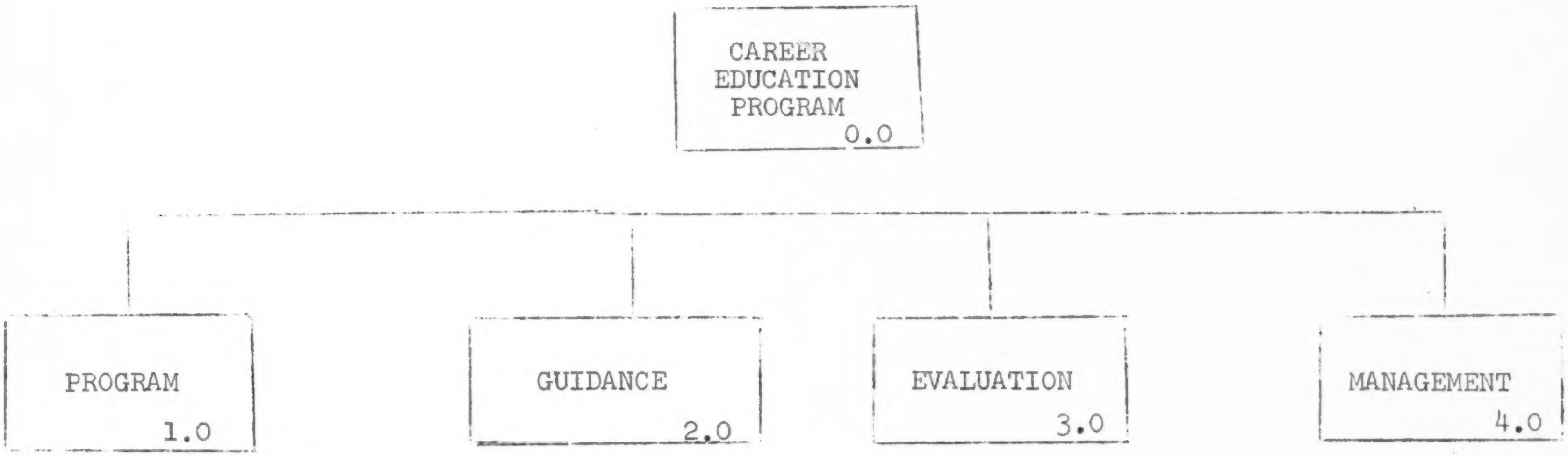
The Perth Amboy Adult Career Education Program focuses its program upon out-of-school youth and adults whose vocational goals have not been fully met. However, it is expected that the comprehensive concept of career education will become a reality for all Perth Amboy persons in the approximate future. This retrieval system of human combined with material and financial resources should be flexible enough so that whenever any Perth

Amboy individual needs to develop, redevelop, or upgrade his communication or vocational skills there will be existent alternative strategies to accomplish these goals. This Adult Career Education Program is for all individuals who for one reason or another are no longer able to profit from the program in currently-established educational institutions but who need training, retraining, or upgrading of their occupational skills and/or work attitudes. Several assumptions of this model are that it add significantly to the prospect of a satisfying life for all adults in Perth Amboy; that it assist Perth Amboy adults to improve their career decision-making by enhancing their perceptions about self and the world of work reality; that Perth Amboy adults have alternatives re their educational and vocational goals; that all Perth Amboy residents have access to guidance and occupational training throughout all or most of their lives; that the Perth Amboy Adult Career Education Program be based on the educational and vocational needs of each individual; and that it be community-based. In the occupational training component of this Career Education system, Perth Amboy adults are to acquire occupational skills for employment, to progress on the job and in advanced skills training, to understand and appreciate the world of work, and to receive practical experience while learning.

Program Definition and Workflow. The Perth Amboy Adult Career Education Program is viewed as a system (Figure 1) which consists of four subsystems, namely, program, guidance, evaluation, and management.

The purpose of the program subsystem is to provide the necessary educational and occupational training experiences for

FIGURE 1


CAREER EDUCATION PROGRAM 0.0
PROGRAM 1.0
GUIDANCE 2.0
EVALUATION 3.0
MANAGEMENT 4.0

greater educational, occupational, vocational, and job mobility of Perth Amboy out-of-school youth and adults; these training experiences being in accord with their vocational needs, job preferences, vocational aspirations, and occupational capacities. This increased abilities and skills development should create educational and vocational options and opportunities for those Perth Amboy adults who lack them; thus, altering the social system.

The program subsystem (Figure 2) includes three components, namely, communications skills training, occupational skills training, and higher education preparation for professional careers. The communications skills training component consists of continuing education language training and occupational language training. In the continuing education language training element, the Adult Basic Education (A.B.E.), the English As A Second Language (E.S.L.), and the General Equivalency Diploma (G.E.D.) programs which are currently being offered bilingually by the Adult Education Center should equip Perth Amboy adults for admission into area Manpower Development and Training Act (M.D.T.A.) and other occupational training programs, or employment. Moreover, the G.E.D. program serves to further the professional career goals of individuals who may wish to pursue higher education. These as well as all the other communications skills training programs are intended to be based on the bilingual programmed laboratory approach which enables its clients to progress at their own rate. The basic occupational language training program will offer job-related language instruction designed to acquaint the other-than-English-monolingual such as the Hispanic or Slavic worker with the vocabulary and attitudes

FIGURE 2

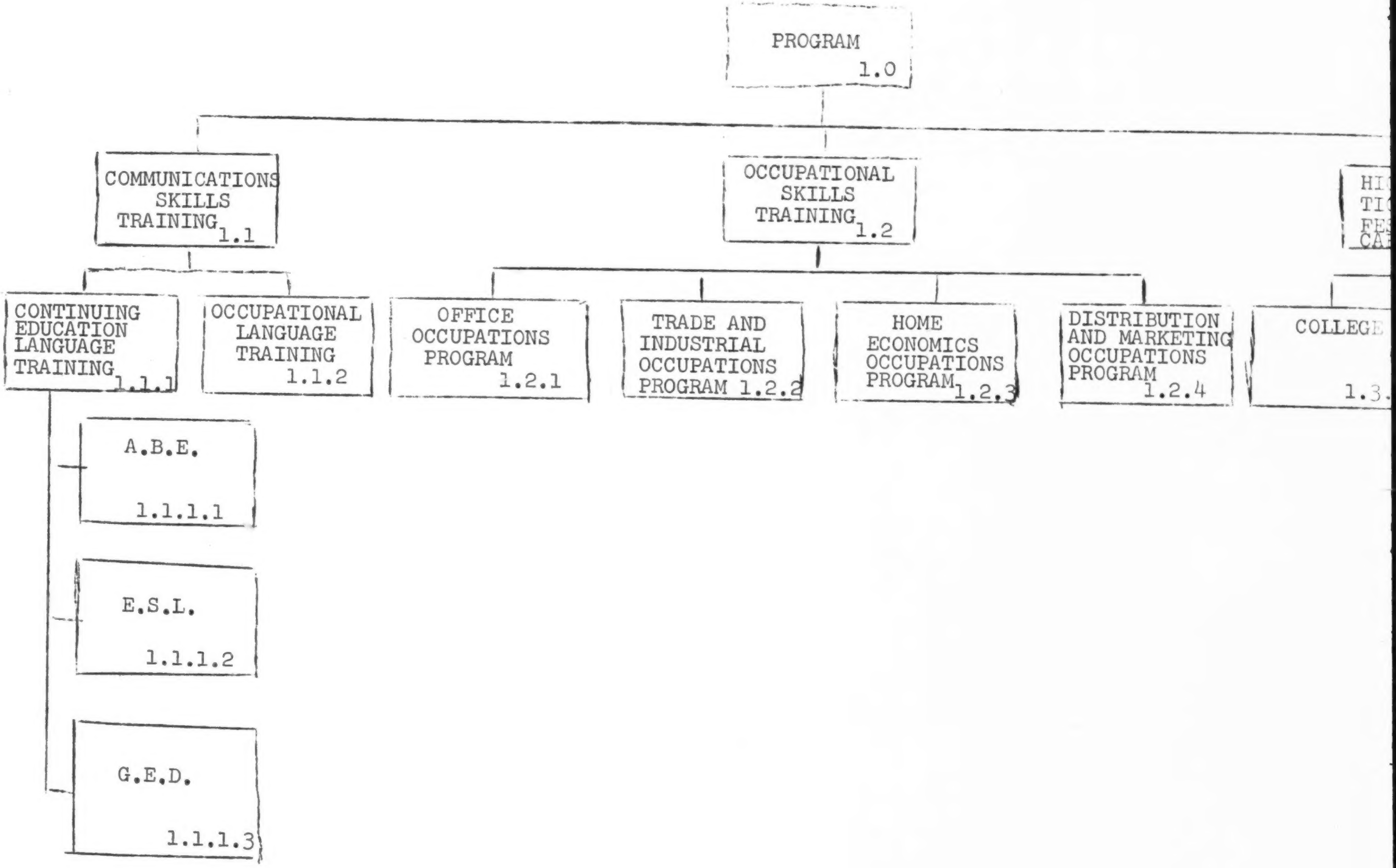
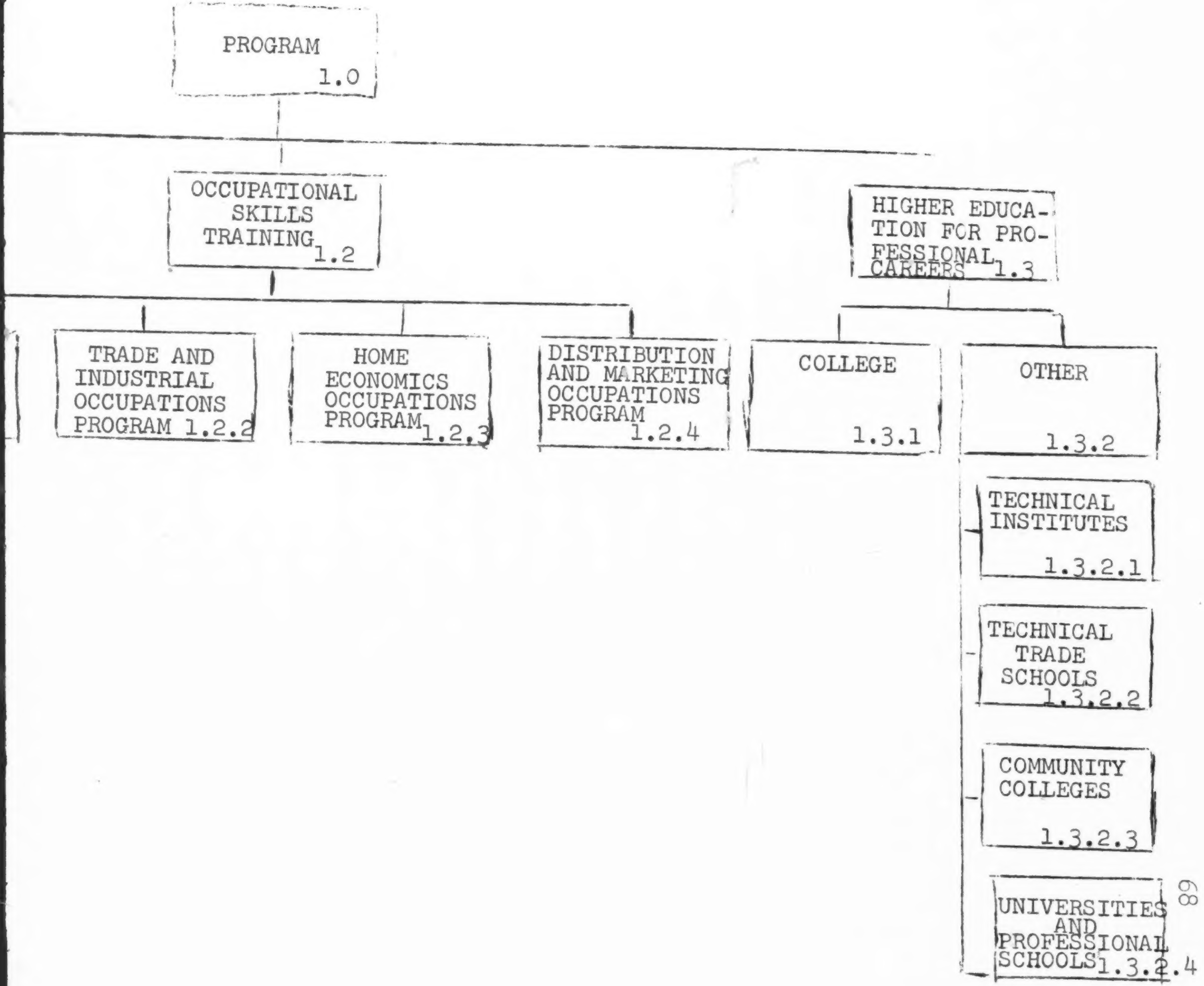

PROGRAM 1.0
COMMUNICATIONS SKILLS TRAINING 1.1
OCCUPATIONAL SKILLS TRAINING 1.2
HI
TI
FE
CA
CONTINUING EDUCATION LANGUAGE TRAINING 1.1.1
OCCUPATIONAL LANGUAGE TRAINING 1.1.2
OFFICE OCCUPATIONS PROGRAM 1.2.1
TRADE AND INDUSTRIAL OCCUPATIONS PROGRAM 1.2.2
HOME ECONOMICS OCCUPATIONS PROGRAM 1.2.3
DISTRIBUTION AND MARKETING OCCUPATIONS PROGRAM 1.2.4
COLLEGE
1.3.
A.B.E. 1.1.1.1
E.S.L. 1.1.1.2
G.E.D. 1.1.1.3

FIGURE 2


PROGRAM 1.0
OCCUPATIONAL SKILLS TRAINING 1.2
HIGHER EDUCATION FOR PROFESSIONAL CAREERS 1.3
TRADE AND INDUSTRIAL OCCUPATIONS PROGRAM 1.2.2
HOME ECONOMICS OCCUPATIONS PROGRAM 1.2.3
DISTRIBUTION AND MARKETING OCCUPATIONS PROGRAM 1.2.4
COLLEGE 1.3.1
OTHER 1.3.2
TECHNICAL INSTITUTES 1.3.2.1
TECHNICAL TRADE SCHOOLS 1.3.2.2
COMMUNITY COLLEGES 1.3.2.3
UNIVERSITIES AND PROFESSIONAL SCHOOLS 1.3.2.4

needed to acquire, hold, and advance in a job. This introductory bilingual occupational language training program is intended to develop by means of simulated laboratory experiences the necessary competencies for completing job applications, handling employment interviews, understanding basic bilingual industrial terminology, and utilizing income properly. Moreover, classroom experiences will be provided in language skills needed to get a job; travel from place to place, adjust to the job; communicate with regard to wages, unions, vacation, and promotion; and understand about the worker in industry and the community. A similar related program is to be developed for local employers. In addition, other subject areas in the classroom will include bilingual problem-solving experiences for improving Perth Amboy's residents' economic and social existence by the use of public-supported agencies.

The occupational skills training program consists of four elements or programs, namely, the office occupations program, the trade and industrial occupations program, the home economics occupations program, and the distribution and marketing occupations program. This occupational skills training program is intended to provide bilingually initial training, retraining, or upgrading of previous skills in selected vocational areas. When the vocational instruction requires the use of special equipment for programs not listed for training, programs and facilities in the Perth Amboy vocational school system and in the county will be utilized. Moreover, this occupational skills training program should prepare those desiring it to enter advanced training programs under the JOBS 70's NAB, on-the-job training, or apprenticeship training programs. Moreover, clients will be assisted in using the services of all available agencies in order to acquire needed marketable skills and attain or retain employment.

The Office Occupations program (Figure 3) in the Adult Education Center is intended to initially provide training in three selected general office practice occupations areas, namely, the machine operations cluster, the typing cluster, and the clerical cluster. The machine operations cluster will provide training as duplicating machine operators and in office-related technology. The typing cluster will provide training for typing and related occupations, as clerk typists or typists, for other typing and related occupations, and for other office occupations. The clerical cluster will provide training for filing, office machines, and general office clerical occupations, as receptionists and information clerks, and as cashiers for supermarkets. The Trade and Industrial Occupations Program (Figure 4) will initially provide training in three selected trade and industrial occupations areas, namely, the mechanics and maintenance cluster. The mechanics and maintenance cluster will provide training for automotive services, as mechanics, and for small engine repair (internal combustion). The repair and service occupations clusters will provide training in appliance repair and as supervision and management development foremen, respectively. The Home Economics Occupations Program (Figure 5) will initially provide training in two selected areas, namely, homemaking and consumer education cluster, and the occupation as waiter/ waitress. The homemaking and consumer education cluster will provide training in homemaking, consumer education, and power sewing of clothing. The Distribution and Marketing Occupations

FIGURE 3

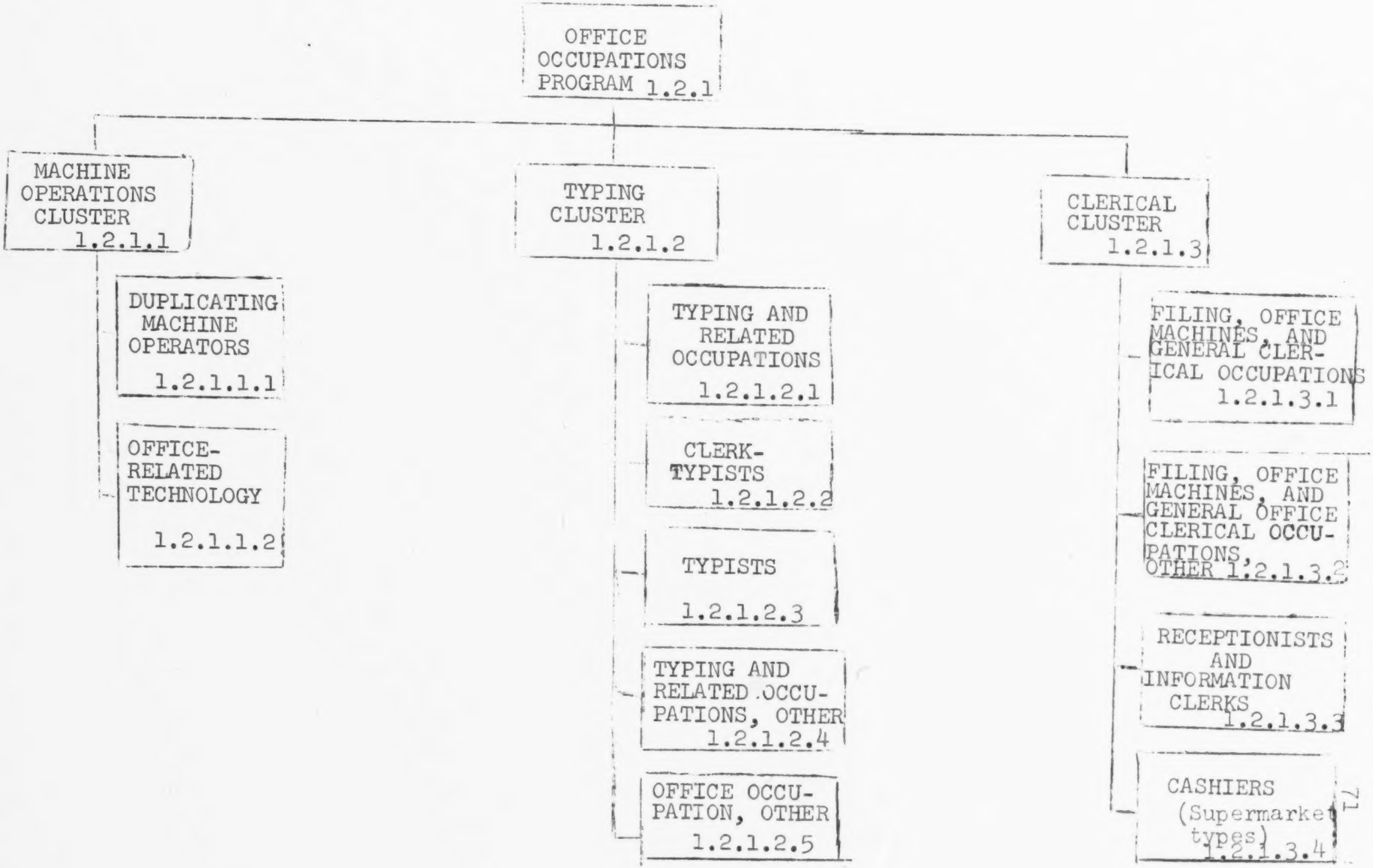

OFFICE OCCUPATIONS PROGRAM 1.2.1
MACHINE OPERATIONS CLUSTER 1.2.1.1
DUPLICATING MACHINE OPERATORS 1.2.1.1.1
OFFICE-RELATED TECHNOLOGY 1.2.1.1.2
TYPING CLUSTER 1.2.1.2
TYPING AND RELATED OCCUPATIONS 1.2.1.2.1
CLERK-TYPISTS 1.2.1.2.2
TYPISTS 1.2.1.2.3
TYPING AND RELATED OCCUPATIONS, OTHER 1.2.1.2.4
OFFICE OCCUPATION, OTHER 1.2.1.2.5
CLERICAL CLUSTER 1.2.1.3
FILING, OFFICE MACHINES, AND GENERAL CLERICAL OCCUPATIONS 1.2.1.3.1
FILING, OFFICE MACHINES, AND GENERAL OFFICE CLERICAL OCCUPATIONS, OTHER 1.2.1.3.2
RECEPTIONISTS AND INFORMATION CLERKS 1.2.1.3.3
CASHIERS (Supermarket types) 1.2.1.3.4

FIGURE 4

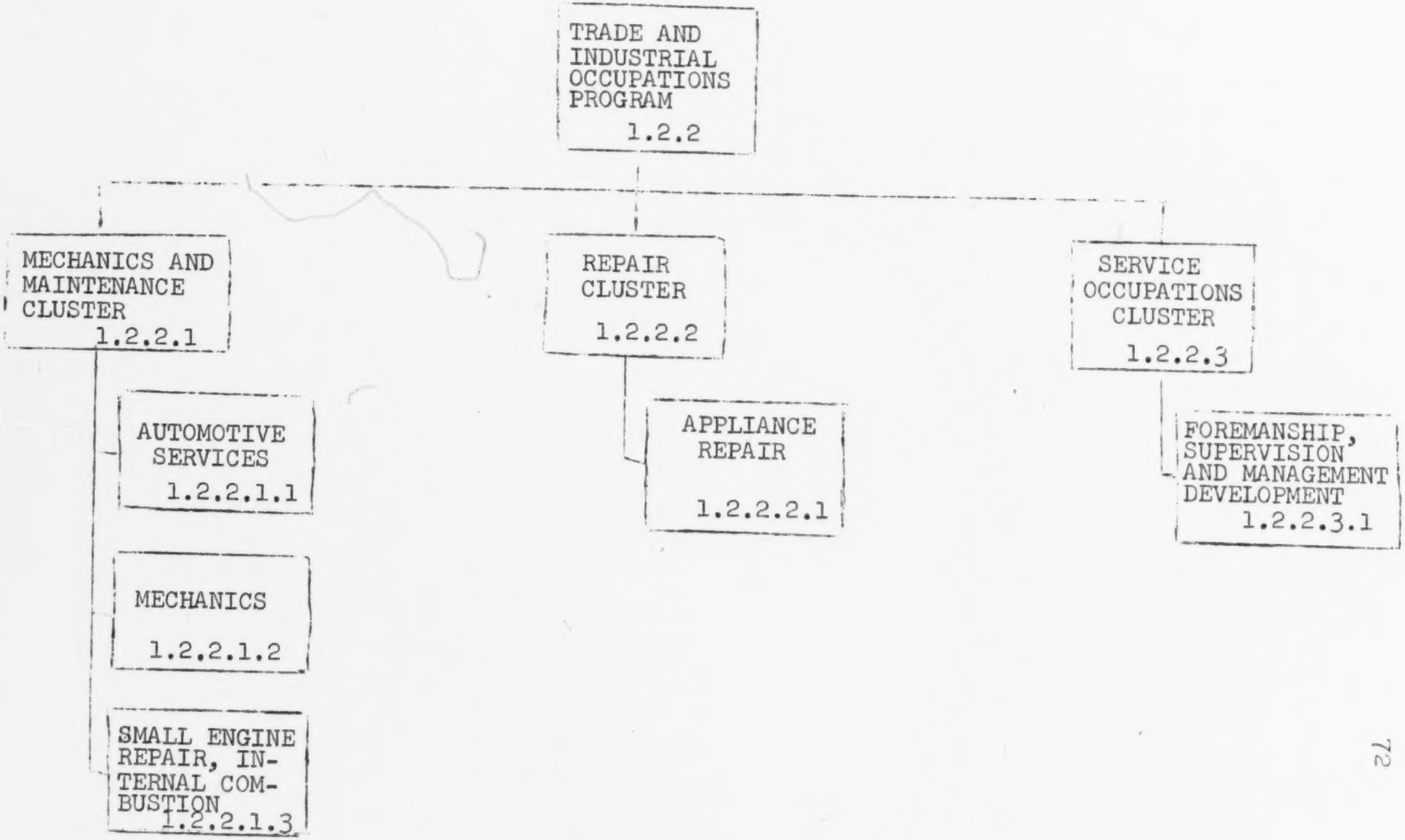
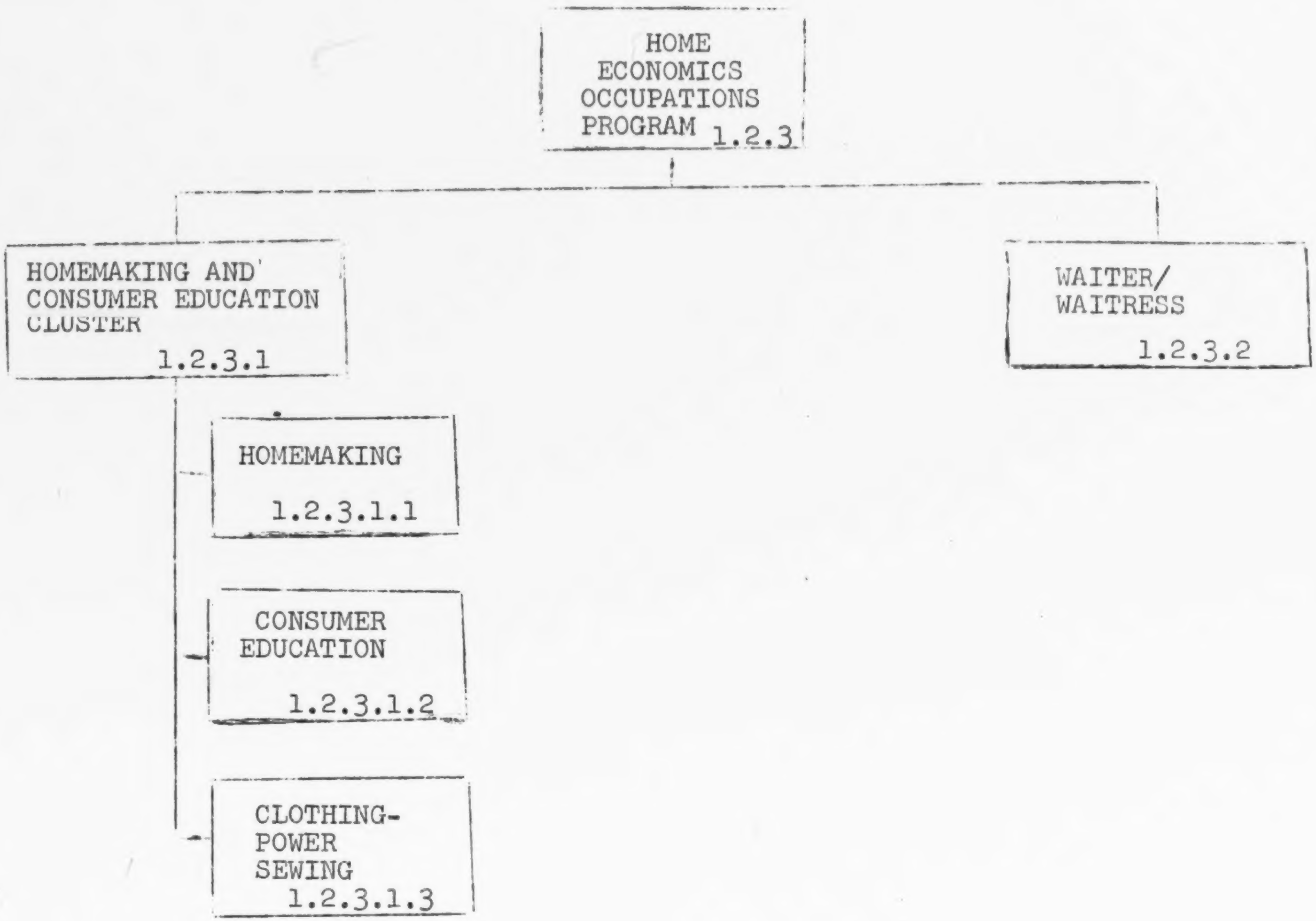

TRADE AND INDUSTRIAL OCCUPATIONS PROGRAM 1.2.2
MECHANICS AND MAINTENANCE CLUSTER 1.2.2.1
REPAIR CLUSTER 1.2.2.2
SERVICE OCCUPATIONS CLUSTER 1.2.2.3
AUTOMOTIVE SERVICES 1.2.2.1.1
MECHANICS 1.2.2.1.2
SMALL ENGINE REPAIR, INTERNAL COMBUSTION 1.2.2.1.3
APPLIANCE REPAIR 1.2.2.2.1
FOREMANSHIP, SUPERVISION AND MANAGEMENT DEVELOPMENT 1.2.2.3.1

FIGURE 5

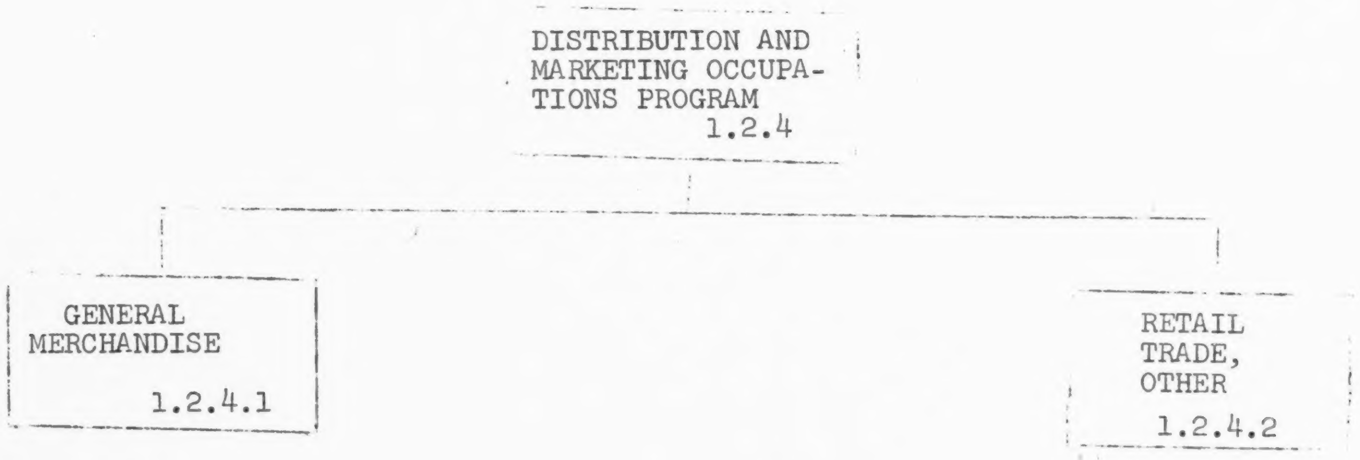

HOME ECONOMICS OCCUPATIONS PROGRAM 1.2.3
HOMEMAKING AND CONSUMER EDUCATION CLUSTER 1.2.3.1
WAITER/ WAITRESS 1.2.3.2
HOMEMAKING 1.2.3.1.1
CONSUMER EDUCATION 1.2.3.1.2
CLOTHING-POWER SEWING 1.2.3.1.3

Program (Figure 6) will initially include training in two areas, namely, general merchandising and other retail trade.

The purpose of the Career Guidance subsystem is to provide "a process of structured intervention aimed at helping.." Perth Amboy out-of-school youth and adults "to take advantage of the educational, training and occupational opportunities that are available" (Ginsberg, 1971, p. 4). In this complex and dynamic process of career decision-making, guidance is intimately linked to other subsystems such as the program subsystem. This guidance subsystem encompasses a myriad of functions such as client appraisal, career exploration and information dissemination, counseling, and follow-up, which focus on enabling Perth Amboy adults to make optimum use of their alternatives in acquiring an education, making full-use of training options, and pursuing a career. By having Perth Amboy's adults analyzing their own vocational potentialities, interests, motivations, aspirations, and temperament with the help of a trained counselor who would be bilingual, studying occupational, training, and job opportunities, requirements, and employment statistics, and comparing both sets of information, Perth Amboy's human resources should be conserved and preserved. It is anticipated that the strategies to be employed by the counselors in the program will be more developmental than adjustive or activist.

The Perth Amboy Adult Career Education Program must incorporate rational decision-making in each individual's career planning which includes four phases, namely, occupational choice, preparation for work, job placement, and vocational adjustment. The process of occupational choice consists of self-understanding

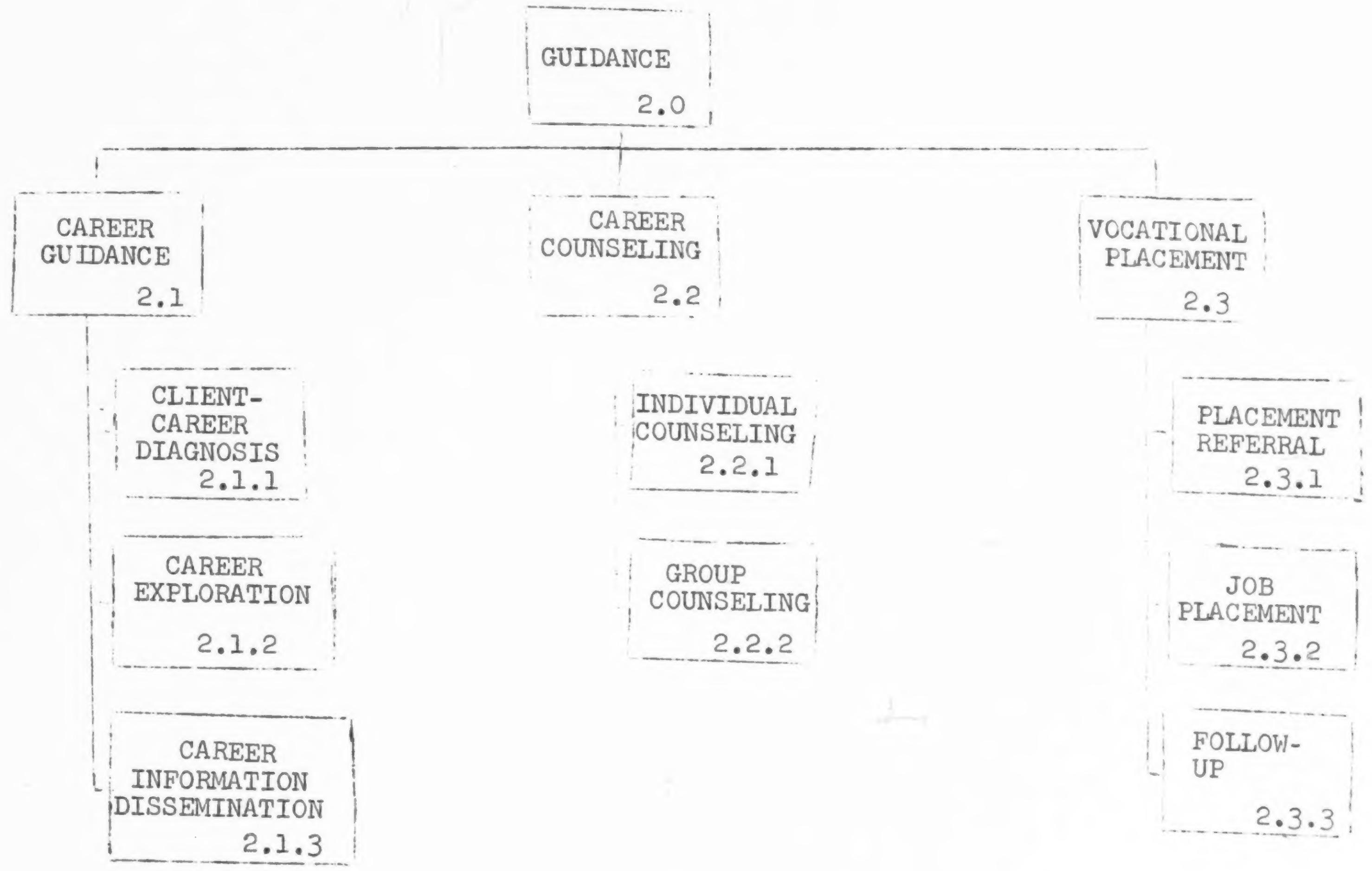
FIGURE 6


DISTRIBUTION AND MARKETING OCCUPATIONS PROGRAM 1.2.4
GENERAL MERCHANDISE 1.2.4.1
RETAIL TRADE, OTHER 1.2.4.2

through past performance, vocational try-outs, work evaluations, and psychological tests, and of occupational understanding through previous experiences, vocational try-outs, industrial visits, and a study of occupations. The forces that influence the process of occupational choice include family, friends, employers, community persons, peers, co-workers, teachers, counselors, social class, sub-culture, and finances. The process of preparation for work consists of choice of educational or training institution, choice of educational or training program, work-experience programs, on-the-job training, apprenticeship training, and obtaining a license. Additional forces influencing one's preparation for work include geographic mobility, educational facilities, industry-union relations, and state license requirements. The process of job placement consists of a knowledge of opportunities, choice of job, job seeking, and interviews for jobs. Additional forces influencing one's job placement include contacts with employers, placement help available, and hiring practices. The process of vocational adjustment consists of satisfactory work performance, job satisfaction, interpersonal adjustment, and socioeconomic advancement. Additional forces influencing one's vocational adjustment include supervision on the job, management policies, and promotional possibilities. (Sinick, 1970, p. 9).

Thus, the guidance subsystem (Figure 7) includes three components, namely, career guidance, career counseling, and vocational placement. The career guidance component consists of client-career diagnosis which is concerned with personal assessment in terms of career opportunities; career exploration which examines the world of work; and the career information

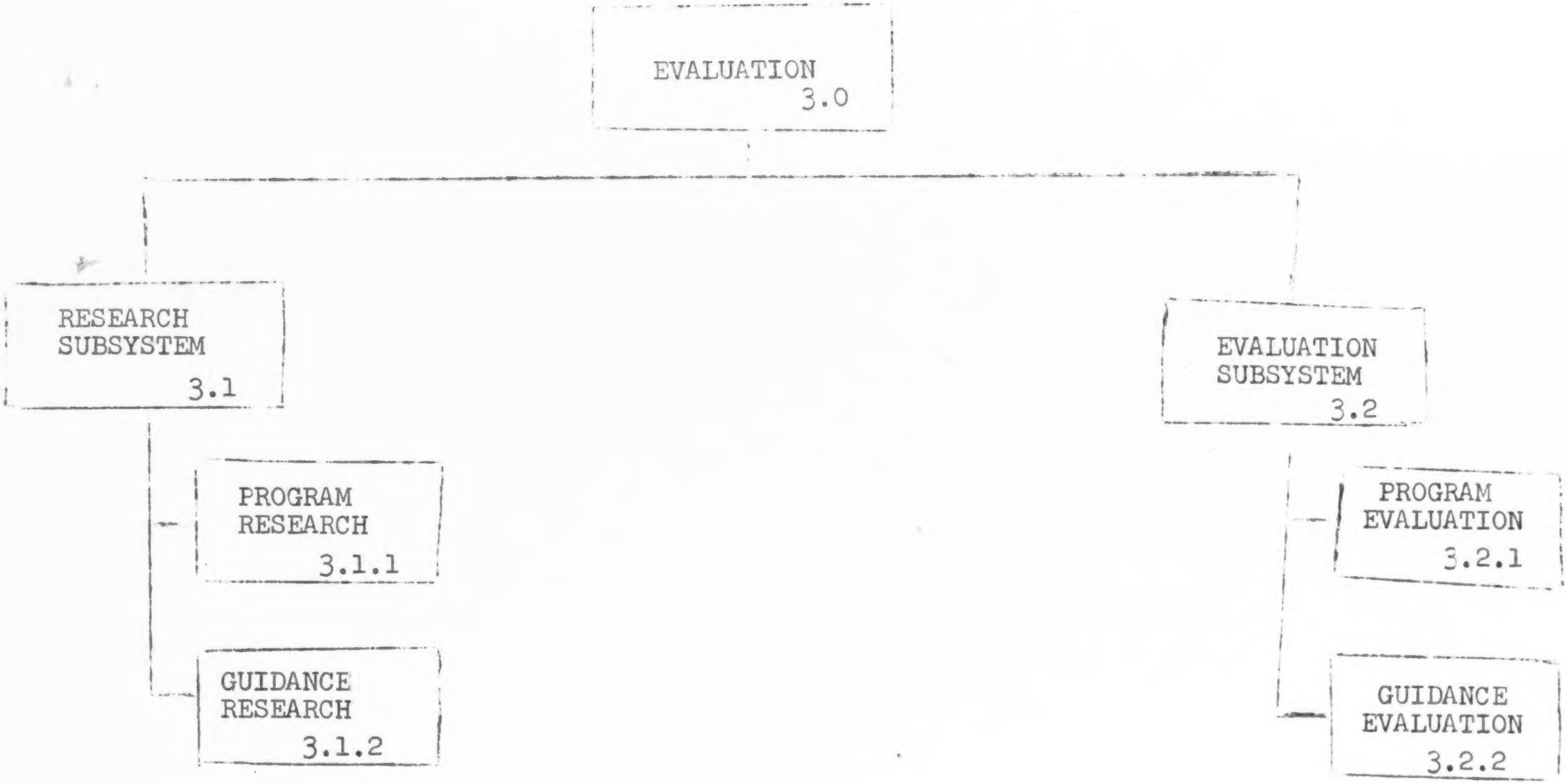
FIGURE 7


GUIDANCE 2.0
CAREER GUIDANCE 2.1
CLIENT-CAREER DIAGNOSIS 2.1.1
CAREER EXPLORATION 2.1.2
CAREER INFORMATION DISSEMINATION 2.1.3
CAREER COUNSELING 2.2
INDIVIDUAL COUNSELING 2.2.1
GROUP COUNSELING 2.2.2
VOCATIONAL PLACEMENT 2.3
PLACEMENT REFERRAL 2.3.1
JOB PLACEMENT 2.3.2
FOLLOW-UP 2.3.3

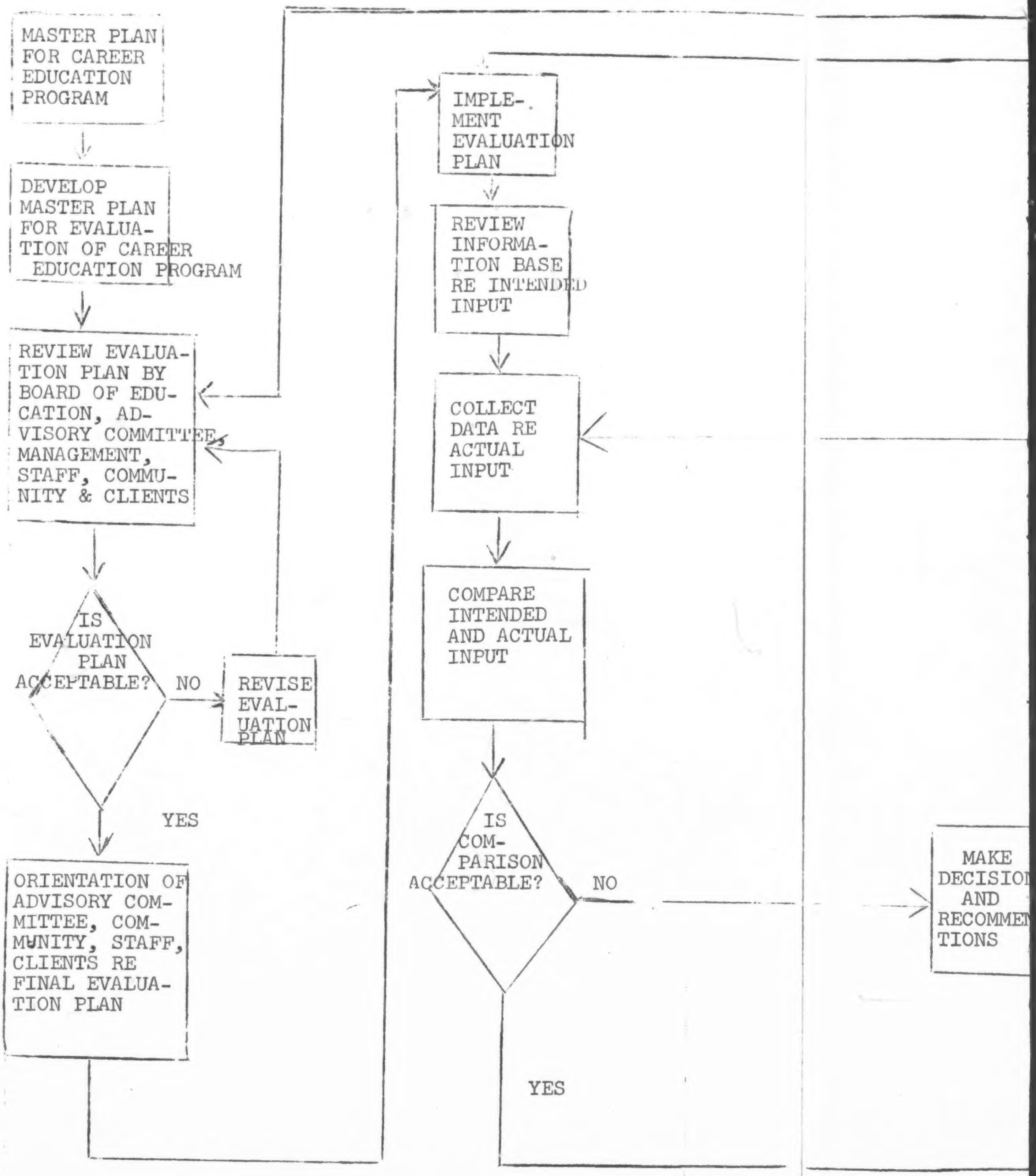
dissemination which provides career information. In client-career diagnosis, the Perth Amboy adult should develop a realistic perception and better understanding of his talents, values, limitations, attitudes, likes and dislikes, and integral behavior, in terms of his suitability for careers, available jobs and training for these careers and jobs. Because of the clientele served and the failure of existent organizations to assist these clientele whom the Adult Education Center in Perth Amboy is to benefit, it is recommended that the assessment including testing and measurement be performed by professionally qualified personnel at the Center. In career exploration and information dissemination, the clients should become acquainted with available sources of occupational information as well as the information about families of occupations and jobs. Moreover, the Perth Amboy adult should be assisted in developing the skills required to find, use, and organize such materials to best advantage. Moreover, this occupational information should be used in the counseling interview in several of the ways that Baer and Roeber (1958, p. 468) suggested: exploratory use - to help counselee make an intensive study of the work world; information use - to make detailed study of a few occupations; assurance use - to assure clients that an appropriate or inappropriate choice of vocations has been made; and motivational use - to arouse interest in realistic career planning. The career counseling component, which although including group assistance must eventually always be individualistic, is designed to assist the Perth Amboy adult to "understand and clarify his view of his life space so that he may make meaningful and informed choices consonant with his essential nature and his particular circumstances in those areas where choices are available to him" (Stefflre, 1970, Chapter 17). For this purpose, only counselors who are bilingual, accepting, empathetic, genuine, and have a deep conviction of the worth and dignity of Perth Amboy out-of-school youth and adults, should be employed in the Center. The vocational placement component includes placement referral, job placement, and follow-up. Linkages with existent organizations which already perform specific functions adequately should be made whenever and wherever possible. For instance, one of the principal functions of the U. S. Employment Service in Perth Amboy is job placement. The evaluation subsystem (Figure 8) includes two components, namely, research and evaluation. Evaluation is considered herein as the process of identifying, obtaining, and providing useful information about the program and guidance components of the Adult Career Education Program for judging decision alternatives about them (Stufflebeam, et al., 1971). Research concerned with the structure, components, content, strategies, and clientele as well as the economy, efficiency, and effectiveness of the Career Education Program should be continually conducted. It is recommended that a Research and Evaluation Team outside of the Perth Amboy environs be hired for these purposes.

A workflow of the Adult Career Education evaluation systems model (Figure 9) details how the evaluation of the Adult Career Education Program is to be performed. In this system, the formation and summative evaluation plan is to be reviewed by the Board of Education, the Advisory Committee for the Adult Education and Skills Center, the management and staff of the Center, the

FIGURE 8


EVALUATION
3.0
RESEARCH SUBSYSTEM
3.1
PROGRAM RESEARCH
3.1.1
GUIDANCE RESEARCH
3.1.2
EVALUATION SUBSYSTEM
3.2
PROGRAM EVALUATION
3.2.1
GUIDANCE EVALUATION
3.2.2

WORKFLOW OF ADULT CAREER EDUCATION EVALUATION SYSTEMS MODEL


MASTER PLAN FOR CAREER EDUCATION PROGRAM
DEVELOP MASTER PLAN FOR EVALUATION OF CAREER EDUCATION PROGRAM
REVIEW EVALUATION PLAN BY BOARD OF EDUCATION, ADVISORY COMMITTEE, MANAGEMENT, STAFF, COMMUNITY & CLIENTS
IS EVALUATION PLAN ACCEPTABLE?
NO
REVISE EVALUATION PLAN
YES
ORIENTATION OF ADVISORY COMMITTEE, COMMUNITY, STAFF, CLIENTS RE FINAL EVALUATION PLAN
IMPLEMENT EVALUATION PLAN
REVIEW INFORMATION BASE RE INTENDED INPUT
COLLECT DATA RE ACTUAL INPUT
COMPARE INTENDED AND ACTUAL INPUT
IS COMPARISON ACCEPTABLE?
NO
YES
MAKE DECISIO
AND
RECOMME
TIONS

EVALUATION SYSTEMS MODEL

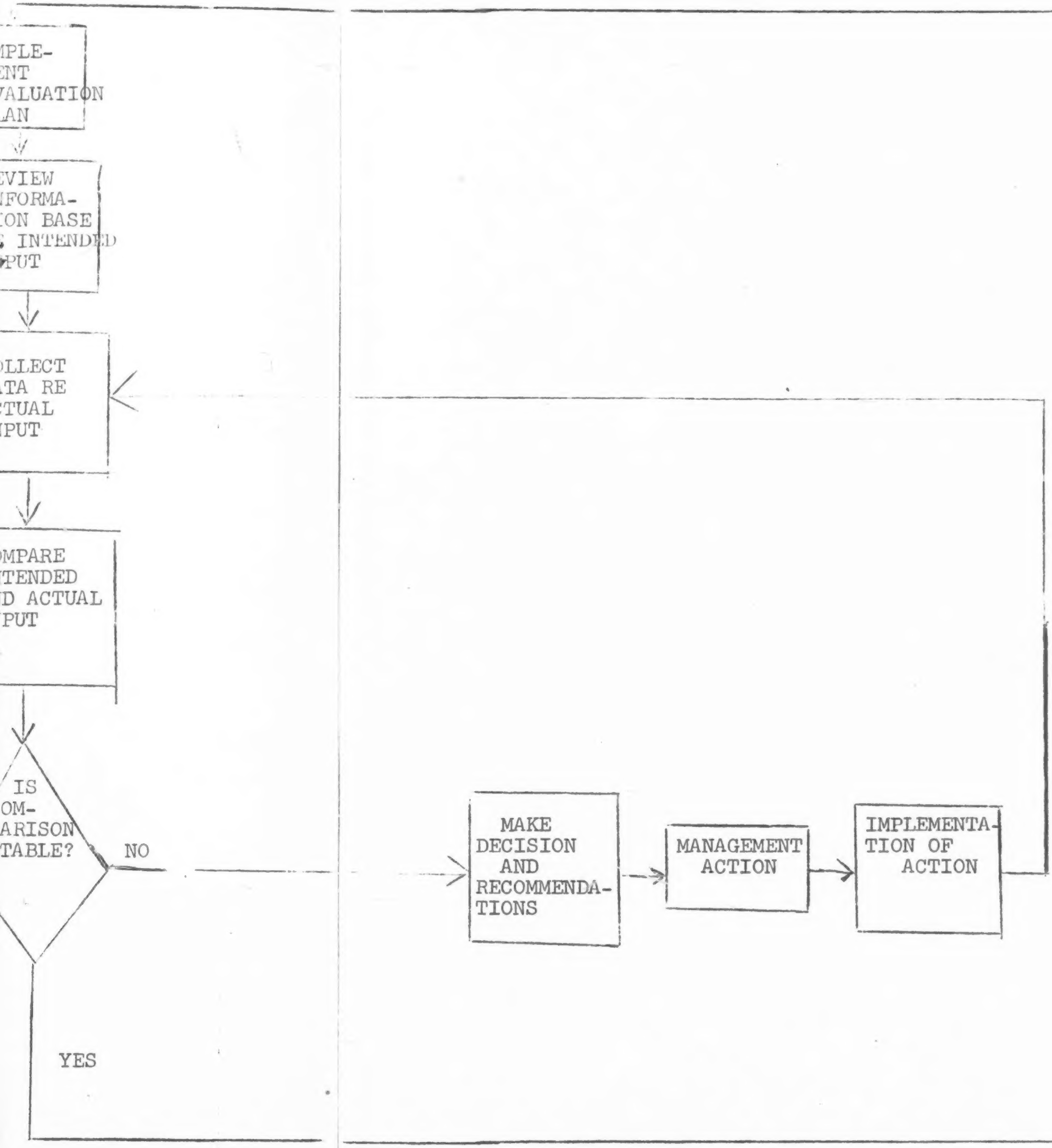
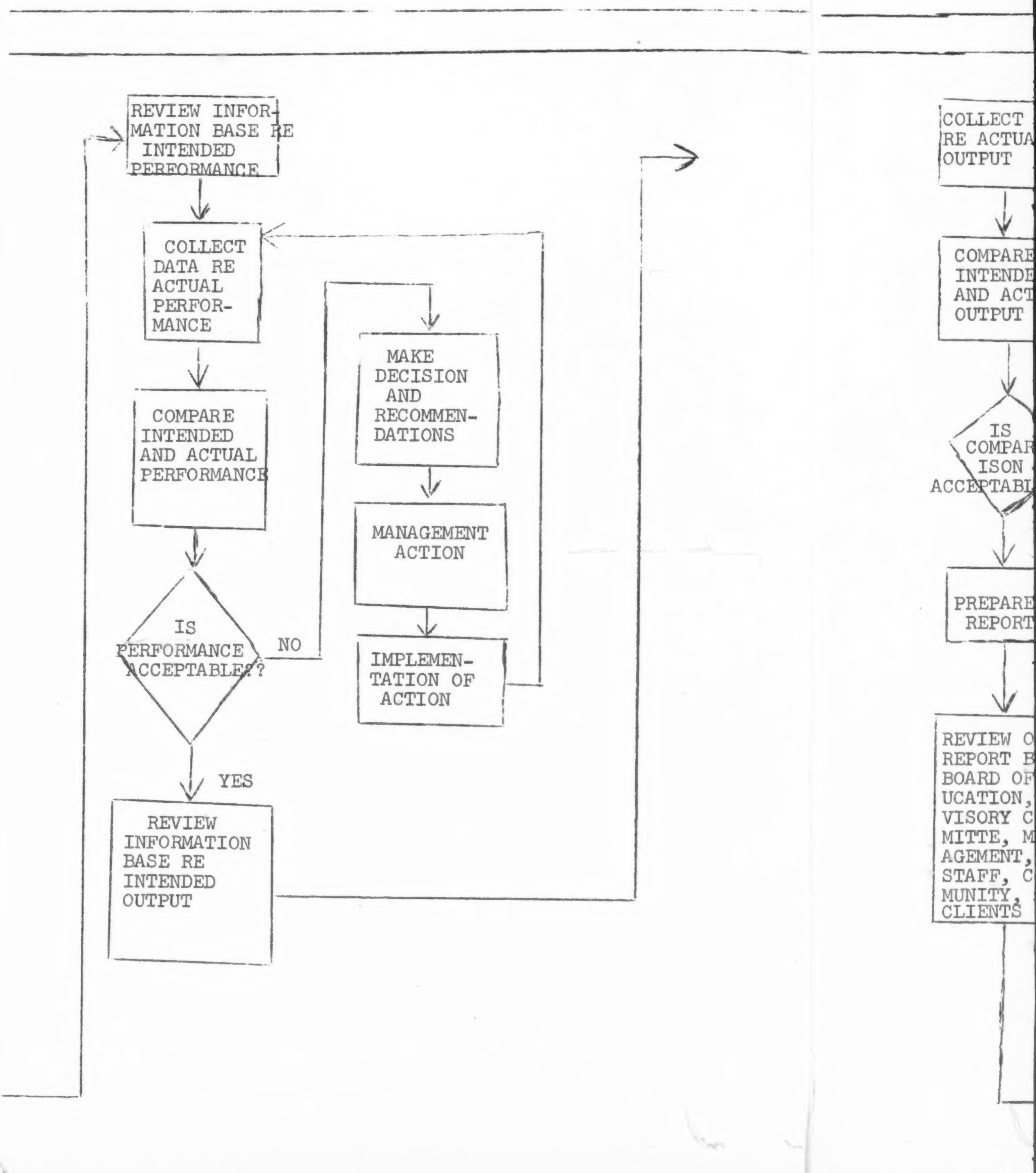

MPLE-
ENT
VALUATION
LAN
EVIEW
NFORMA-
ION BASE
INTENDED
PUT
OLLECT
ATA RE
CTUAL
PUT
OMPARE
TENDED
D ACTUAL
PUT
IS
OM-
ARISON
TABLE?
NO
YES
MAKE
DECISION
AND
RECOMMENDA-
TIONS
MANAGEMENT
ACTION
IMPLEMENTA-
TION OF
ACTION

FIGURE 9

WORKFLOW OF ADULT CAREER EDUCATION EVALUATION SYSTEMS MODEL


REVIEW INFORMATION BASE RE INTENDED PERFORMANCE
COLLECT DATA RE ACTUAL PERFORMANCE
COMPARE INTENDED AND ACTUAL PERFORMANCE
IS PERFORMANCE ACCEPTABLE?
NO
YES
MAKE DECISION AND RECOMMENDATIONS
MANAGEMENT ACTION
IMPLEMENTATION OF ACTION
REVIEW INFORMATION BASE RE INTENDED OUTPUT
COLLECT
RE ACTUA
OUTPUT
COMPARE
INTENDE
AND ACT
OUTPUT
IS
COMPAR
ISON
ACCEPTABL
PREPARE
REPORT
REVIEW O
REPORT B
BOARD OF
UCATION,
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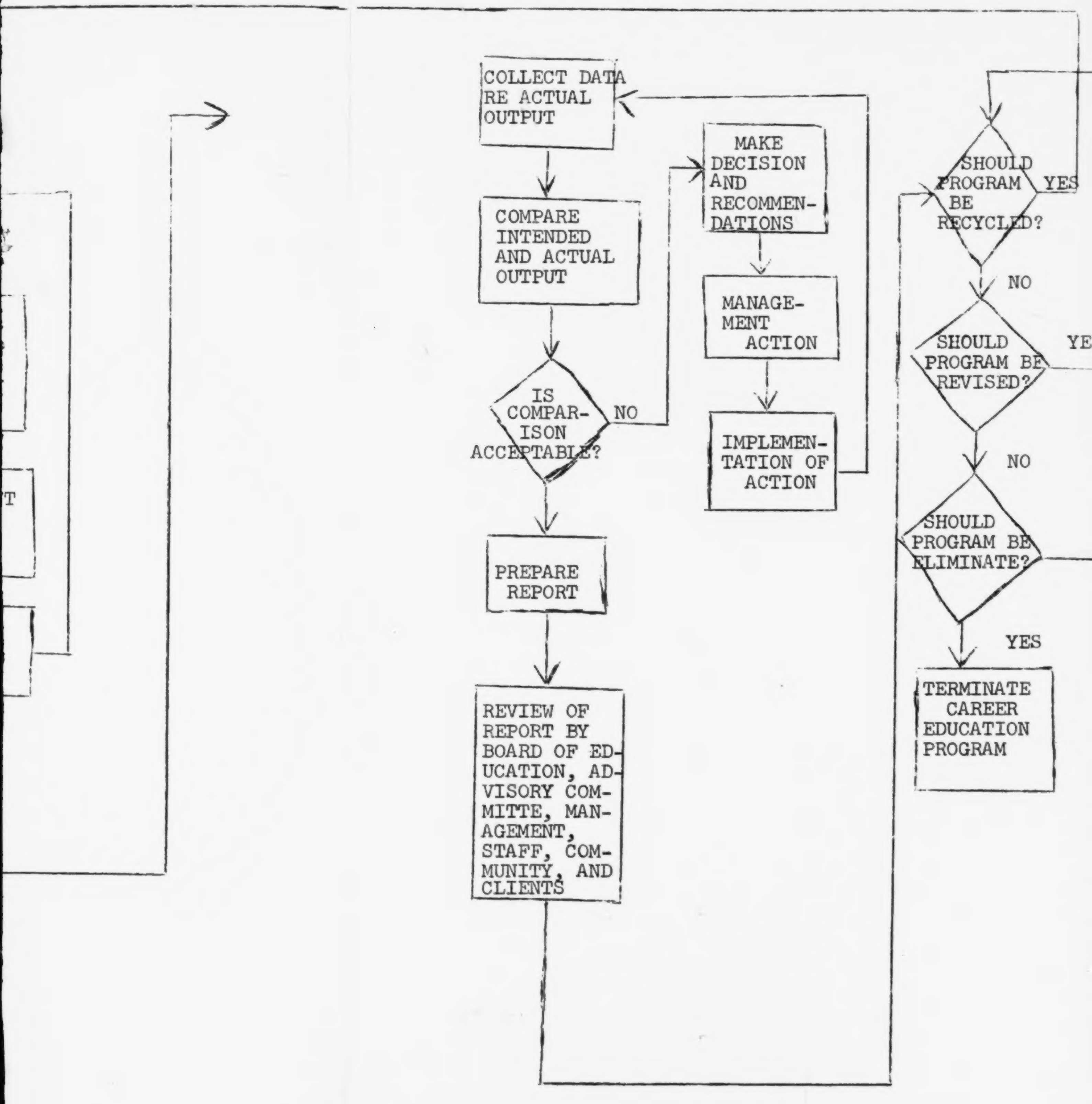
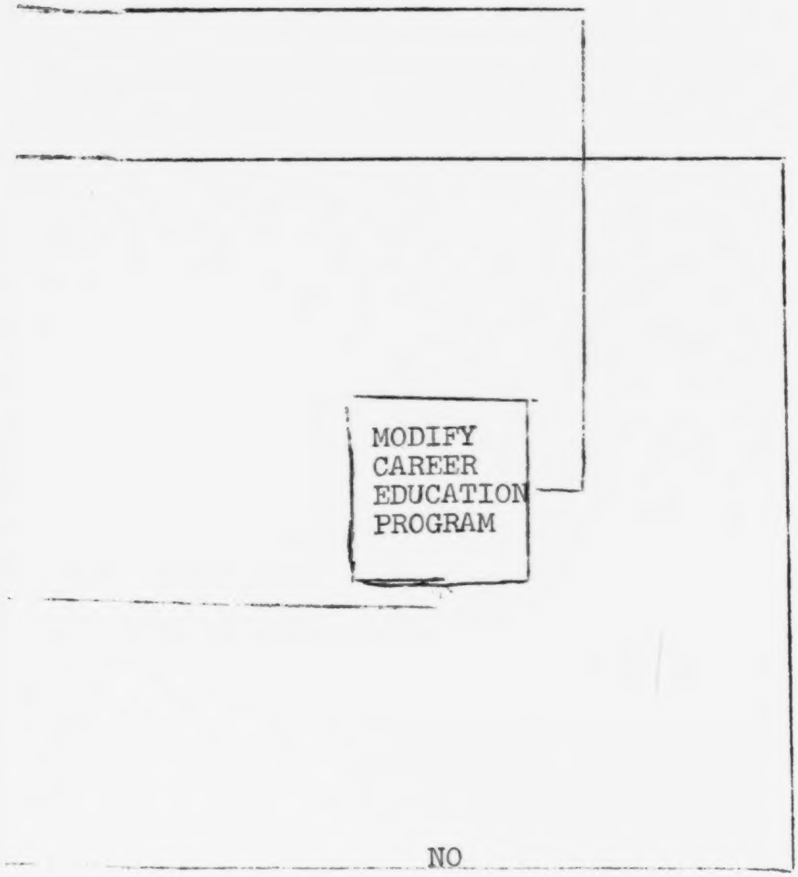
AGEMENT,
STAFF, C
MUNITY,
CLIENTS

ALUATION SYSTEMS MODEL

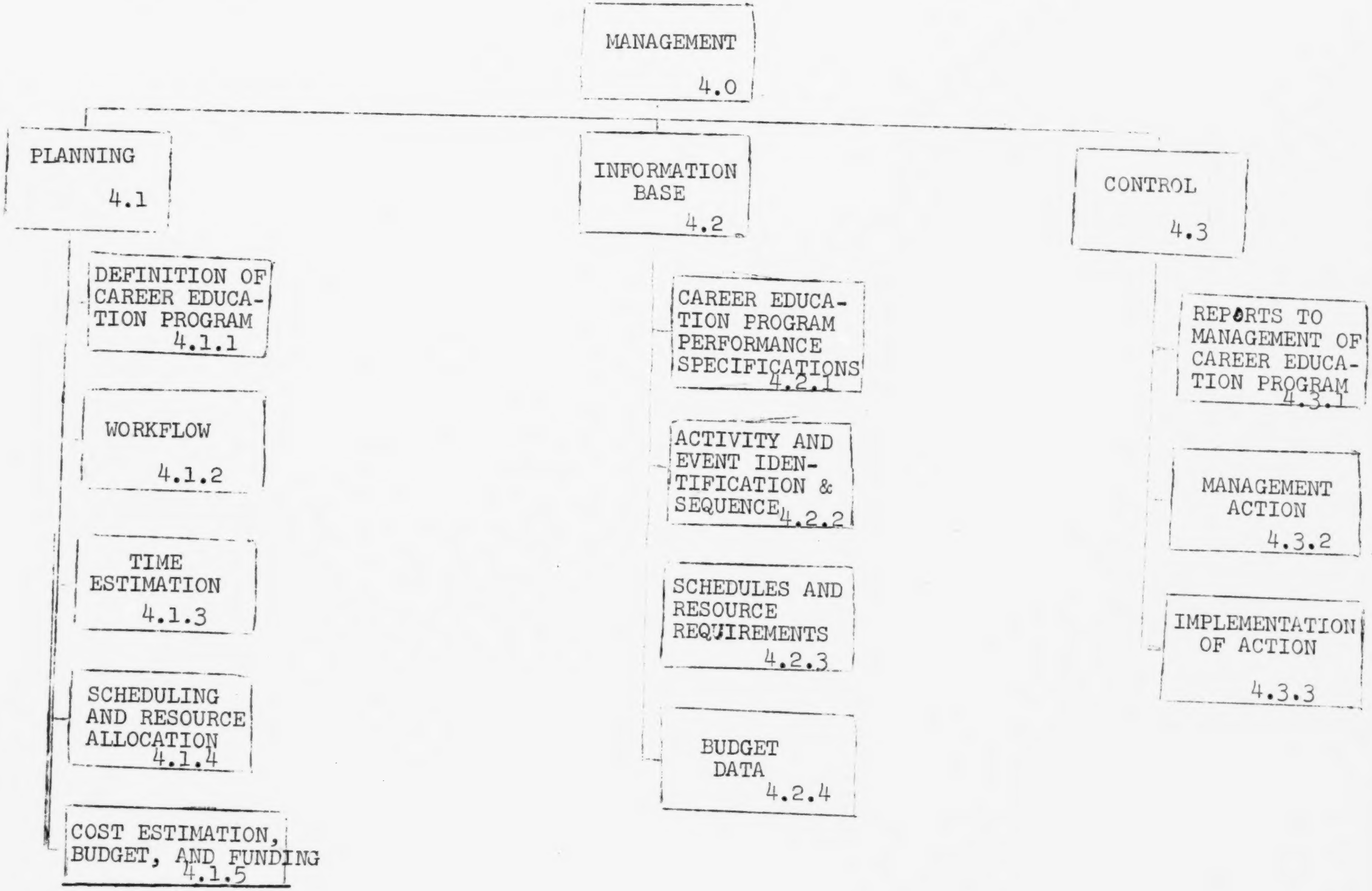

COLLECT DATA RE ACTUAL OUTPUT
COMPARE INTENDED AND ACTUAL OUTPUT
IS COMPARISON ACCEPTABLE?
NO
MAKE DECISION AND RECOMMENDATIONS
MANAGEMENT ACTION
IMPLEMENTATION OF ACTION
PREPARE REPORT
REVIEW OF REPORT BY BOARD OF EDUCATION, ADVISORY COMMITTE, MANAGEMENT, STAFF, COMMUNITY, AND CLIENTS
SHOULD PROGRAM BE RECYCLED?
YES
NO
SHOULD PROGRAM BE REVISED?
YE
NO
SHOULD PROGRAM BE ELIMINATE?
YES
TERMINATE CAREER EDUCATION PROGRAM
T


MODIFY CAREER EDUCATION PROGRAM
NO

community and clients. Once the evaluation plan is acceptable to all concerned, the Advisory Committee, the community, the staff, and clients should be oriented concerning the final evaluation plan as well as to their role in the evaluation process. The implementation of the evaluation plan is to include three phases; one concerned with the review of the information base about intended inputs, process, and outputs; the next phase concerned with the collection of data about actual input, process, and output; and the third phase concerned with the comparison of all intended and actual performance data. The decision makers should then be provided with this information so that appropriate management action may take place. Once the evaluation reports are prepared, they should be reviewed by the Board of Education, Advisory Committee of the Center, Management, staff, community and clients. Then, the decision makers should be provided with this revised evaluation information so that appropriate management action may take place.

The management subsystem (Figure 10) includes three components, namely, planning, information base, and control. Much of the planning for the Adult Career Education Program has been done in this program planning phase. The planning element includes not only the definition and workflow of the Adult Career Education Program but also its time estimation, scheduling and resource allocation, and cost estimation, budget, and funding. The information base which is to be developed for the Program and processed by means of computers and other data processing machines is to include the Program's performance specifications, activity and event identification and sequencing, schedules and resource requirements, and budget data. Once the Program has

FIGURE 10


MANAGEMENT 4.0
PLANNING 4.1
DEFINITION OF CAREER EDUCATION PROGRAM 4.1.1
WORKFLOW 4.1.2
TIME ESTIMATION 4.1.3
SCHEDULING AND RESOURCE ALLOCATION 4.1.4
COST ESTIMATION, BUDGET, AND FUNDING 4.1.5
INFORMATION BASE 4.2
CAREER EDUCATION PROGRAM PERFORMANCE SPECIFICATIONS 4.2.1
ACTIVITY AND EVENT IDENTIFICATION & SEQUENCE 4.2.2
SCHEDULES AND RESOURCE REQUIREMENTS 4.2.3
BUDGET DATA 4.2.4
CONTROL 4.3
REPORTS TO MANAGEMENT OF CAREER EDUCATION PROGRAM 4.3.1
MANAGEMENT ACTION 4.3.2
IMPLEMENTATION OF ACTION 4.3.3

been implemented, the control phase is to become operational. The control component is to include reports to management about the progress and performance of the Program, management action and implementation of action when actual performance is not approximately commensurate with the intended performance of the Program.

Target Population. The Adult Career Education Program is intended for all adults in Perth Amboy. Although the Program is also intended for school dropouts, only after every conceivable effort has been made to keep the youth in the Perth Amboy school system should the youth be accepted by the Center. Moreover, priority for training should be given to disadvantaged and minority persons, especially the Hispanics.

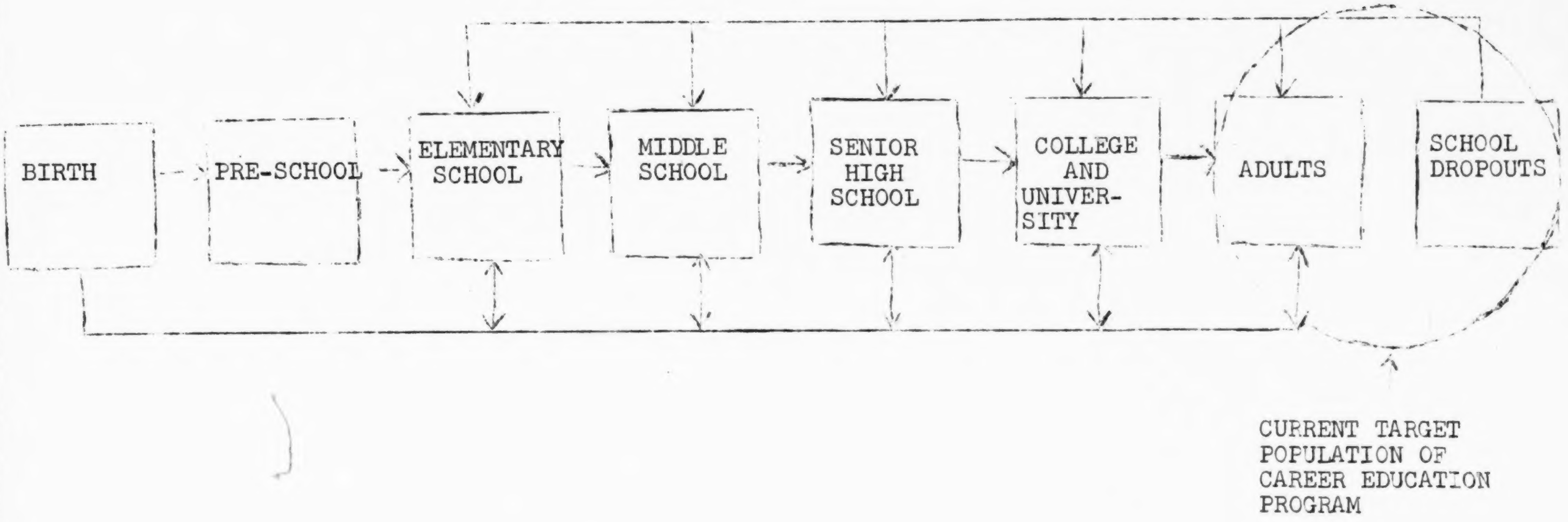
Comprehensiveness of the Program. Although the Adult Career Education Program is intended only for out-of-school youth and adults at this time, it is expected that the Program will be comprehensively operational in the proximate future. This means that the career education concept is to be effected from birth to death for Perth Amboy residents. This comprehensive Career Education Program (Figure 11) is viewed as a retrieval system from which and to which an individual may exit and enter as vocational and occupational needs demand.

Program Curricula. The chief goal of the various types of suggested instructional materials for the several Skills Training Center programs is to serve as a resource and starting point for the several Skills Training programs as they are implemented. There are two dimensions regarding the program curricula. The first and more detailed dimensions deal with

FIGURE 11

COMPREHENSIVENESS OF CAREER EDUCATION PROGRAM

A RETRIEVAL SYSTEM

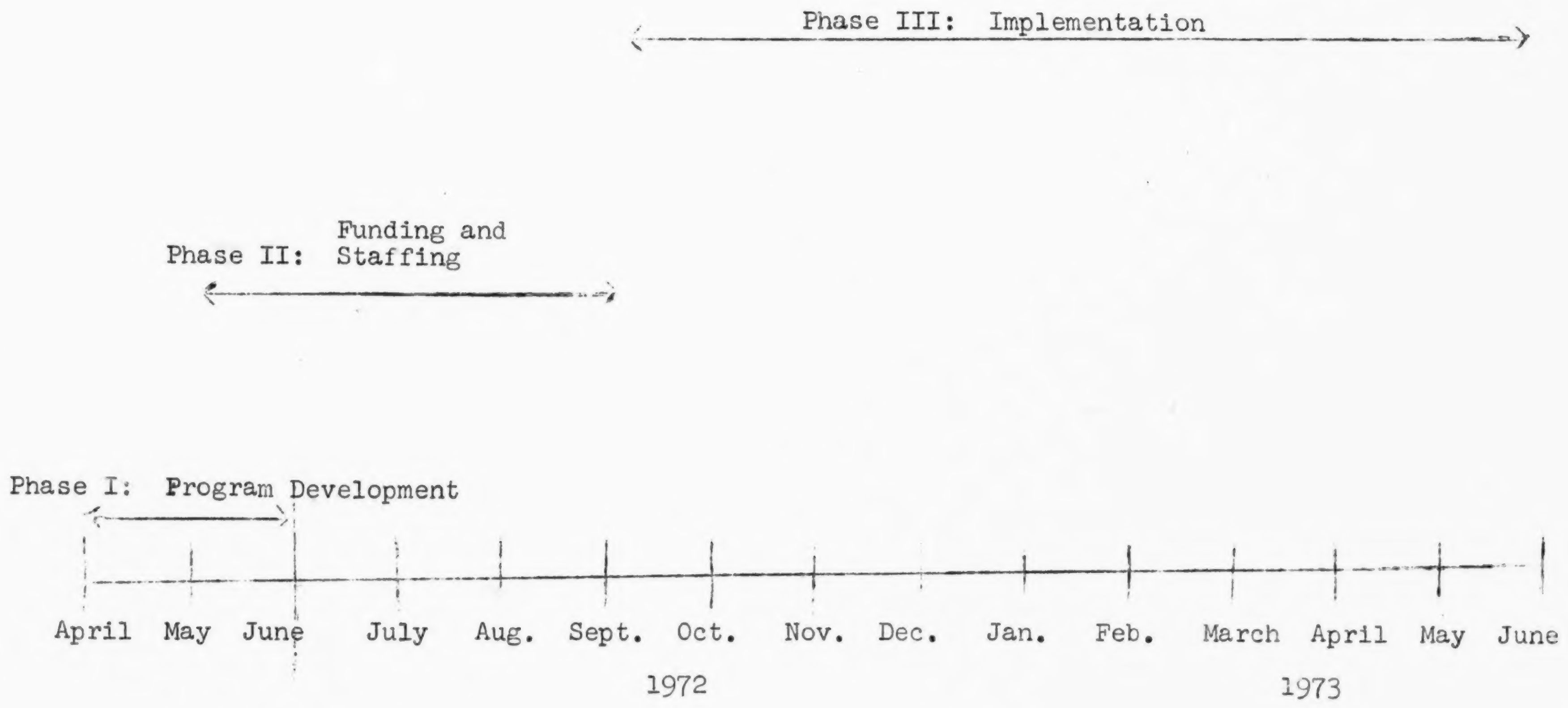

BIRTH
PRE-SCHOOL
ELEMENTARY SCHOOL
MIDDLE SCHOOL
SENIOR HIGH SCHOOL
COLLEGE AND UNIVER-SITY
ADULTS
SCHOOL DROPOUTS
CURRENT TARGET POPULATION OF CAREER EDUCATION PROGRAM

the curriculum materials that are applicable and appropriate for the Skills Training Center programs (Cf. Appendix C). The emphasis in this dimension entry, fundamental and basic materials. There is a very outstanding professional resource center in New Jersey which provides excellent materials for the purpose of the Skills Training Center programs. These have been obtained from the Vocational-Technical Curriculum Laboratory which is located at Rutgers-The State University of New Jersey at the Kilmer Campus in New Brunswick. Within this dimension, the main thrust of this section will be in outline form. The second dimension of this curriculum materials subsection deals with the Hispanic component of the program. Since a paucity of materials exist it will necessarily reflect this situation. As a concrete example of this problem, several of the documents prepared during the course of the feasibility study have been translated (Cf. Appendix D). The bilingual component of the Skills Training Program will of necessity require a "bilingual competency in both the spoken and written media".

Time Estimation For The Implementation Of The Program. The tentative time sequence for the three phases of the Adult Career Education Program (Figure 12) is as follows: Phase I: Program Development, from April to June, 1972: Phase II: Funding and Staffing, from May to September, 1972; and Phase III: Implementation, from September, 1972 to June, 1973. The tentative time sequencing for the implementation of the Adult Career Education Program (Figure 13) is as follows: renovation of the Grammar School for Adult Education and Skills Center, from July, 1972 to October, 1972; program advertising, from

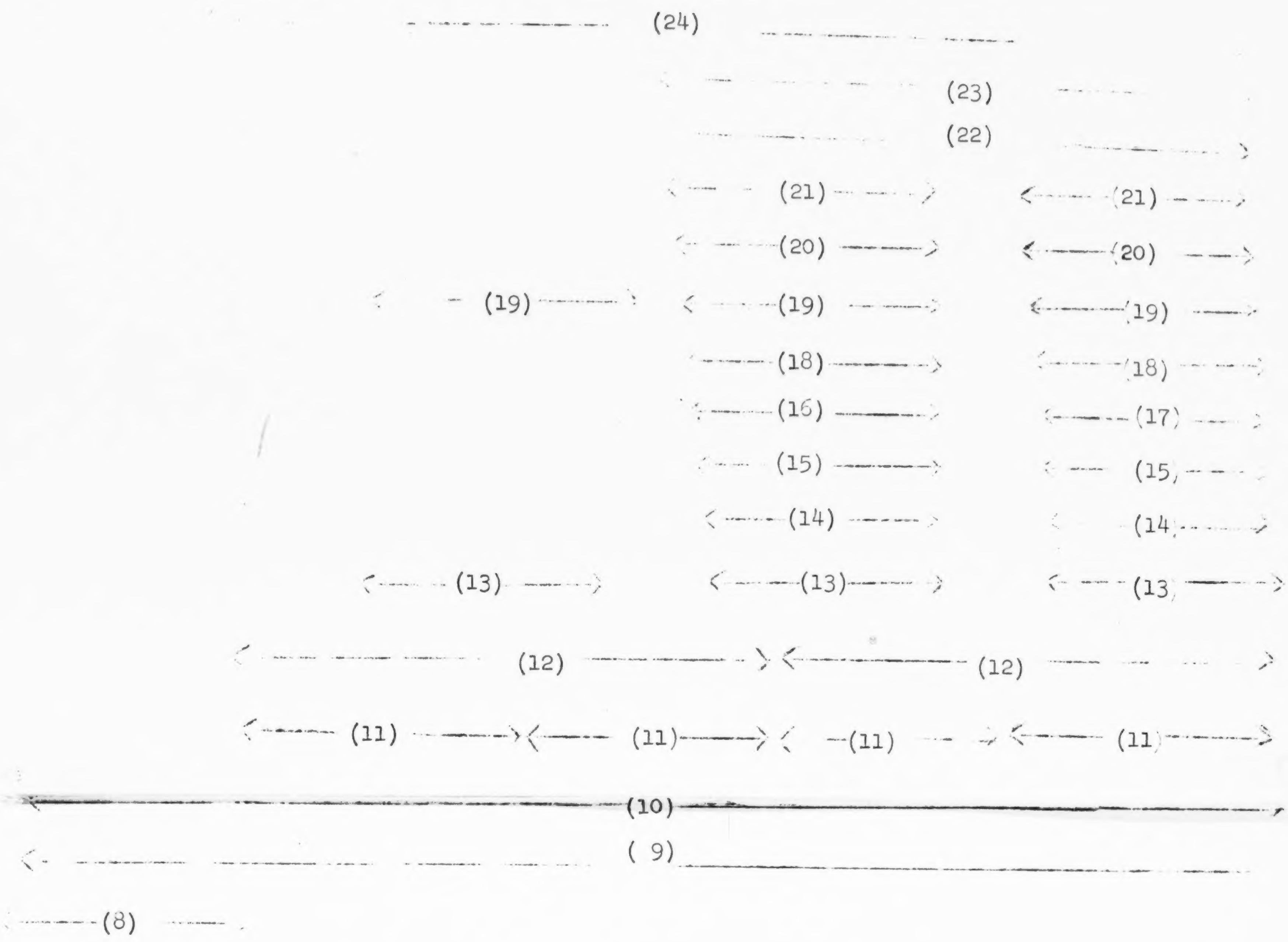
FIGURE 12

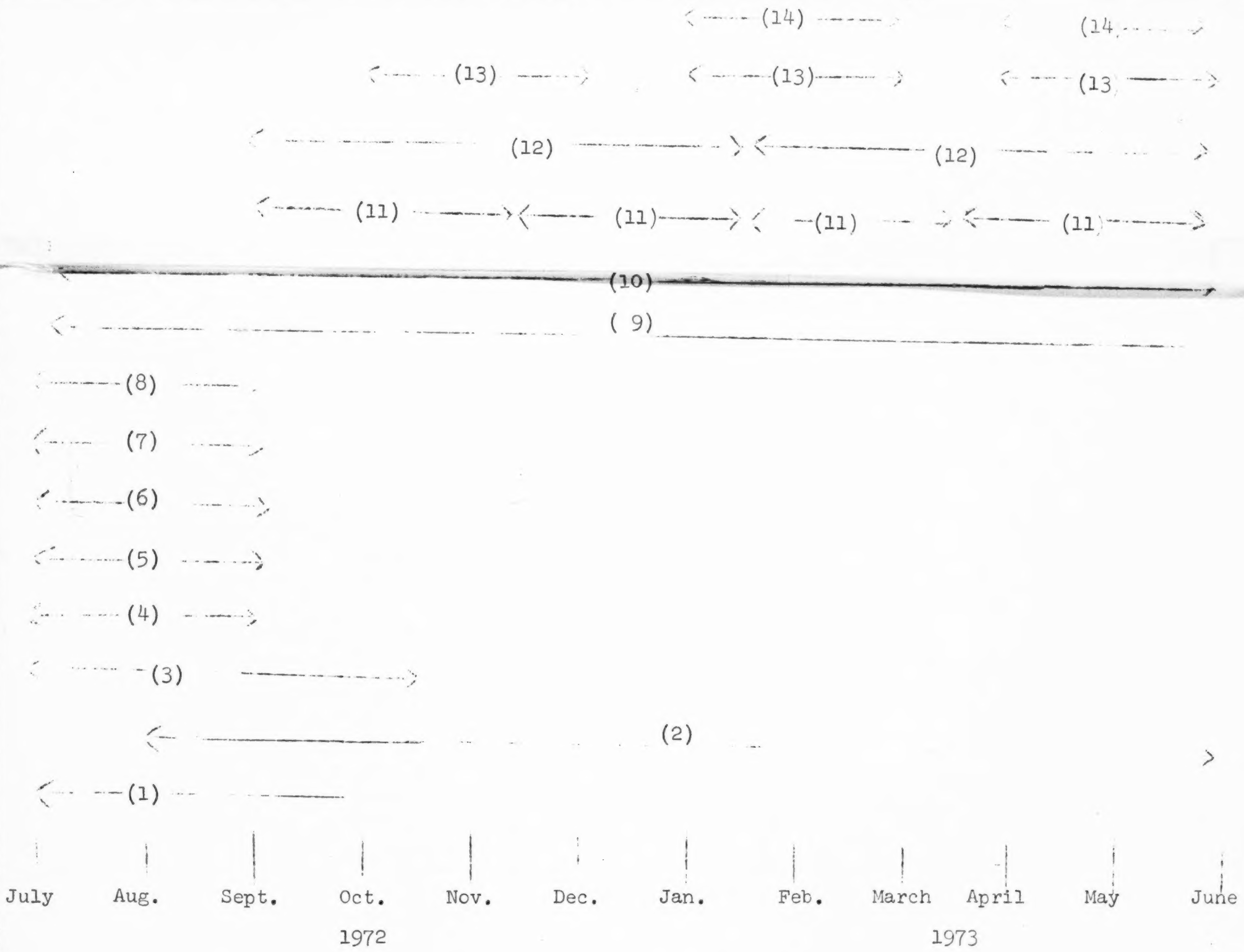
TIME SEQUENCE FOR PHASES OF THE ADULT CAREER EDUCATION PROGRAM



# FIGURE 13

## TIME SEQUENCE FOR IMPLEMENTATION OF THE ADULT CAREER EDUCATION PROGRAM




(14)
(14
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(8)
(7)
(6)
(5)
(4)
(3)
(2)
(1)
July
Aug.
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
March
April
May
June
1972
1973

## LEGEND FOR TIME SEQUENCE FOR IMPLEMENTATION OF THE ADULT CAREER EDUCATION PROGRAM

1. Renovation of Grammar School for Skills Center
2. Program Advertising
3. Purchase and Installation of Equipment
4. Development of Bilingual Occupational Language Training Curricula
5. Development of Bilingual Occupational Language Training Instructional Materials
6. Development of Bilingual Occupational Skills Training Curricula
7. Development of Bilingual Occupational Skills Training Instructional Materials
8. Selection and Orientation of Staff
9. Data Bank Development, Installation and Operation
10. Program Research and Evaluation
11. Group In Office Occupations Program, Machine Operations and Clerical Clusters
12. Group In Office Occupations Program, Typing Cluster
13. Group In Trade and Industrial Occupations Program, Mechanics and Maintenance Cluster, Basic Training
14. Group In Trade and Industrial Occupations Program, Mechanics and Maintenance Cluster, Intermediate Training
15. Group In Trade and Industrial Occupations Program, Repair Cluster
16. Group In Trade and Industrial Occupations Program, Service Occupations Cluster, Elementary Part
17. Group In Trade and Industrial Occupations Program, Service Occupations Cluster, Intermediate Part
18. Group In Home Economics Occupations Program, Homemaking
19. Group in Home Economics Occupations Program, Consumer Education

20. Group In Home Economics Occupations Program, Power Sewing of Clothing.

21. Group In Home Economics Occupations Program, Waiter/ Waitress

22. Group In Distribtuion and Marketing Occupations Program, General Merchandise

23. Group in Distribution and Marketing Occupations Program, Other Retail Trade

24. Guidance Services

August, 1972 to June, 1973; purchase and installation of equipment, from July, 1972 to October, 1972; development of bilingual occupational language training and occupational skills training curricula and instructional materials, from July to September, 1972; the selection and orientation of staff, from July to September, 1972; data bank development, installation and operation, from July, 1972 to June, 1973; program research and evaluation, from July, 1972 to June, 1973; training in Office Occupations Program, Machine Operations and Clerical Clusters - four consecutive groups, 10 weeks trainingfor each group, from Sept., 1972 to June, 1973; training in Office Occupations Program, Typing Cluster - two consecutive groups, 20 weeks training for each group, from September, 1972 to June, 1973; training in Trade and Industrial Occupations Program, Mechanics and Maintenance Cluster, Basic Training - three consecutive groups, 10 weeks for each group, from October, 1972 to June, 1973; training in T and I Occupations, Mechanics and Maintenance Cluster, Intermediate Training, and Repair Cluster - two consecutive groups for each Cluster, 10 weeks for each group, from January to June, 1973; training in T and I Occupations Program, Service Occupations Cluster, one group for the Elementary Part - 15 weeks for each group, from Jan. to June, 1973; training in Home Economics Occupations Program, Homemaking and Waiter/Waitress Cluster - two consecutive groups for each Cluster, 15 weeks for each group, from Dec.,1972 to June, 1973; training in Home Economics Occupations Program, Consumer Education - three consecutive groups, 12 weeks for each group, from October, 1972 to June, 1973; training in Power Sewing, two consecutive groups, 10 weeks for each group, from Jan, to June, 1973, training in Distribution & Marketing, Gen. Merchandise and other Retail Trade Clusters - one group for each Cluster 20 weeks of training, from January to June, 1973; and guidance services, from September, 1972 to June, 1973.

Table of Organization. The Table of Organization for the Adult Education and Skills Center is presented in Figure 14. The Director of the Center who has overall responsibility for the Center reports directly to the Superintendent of the Perth Amboy School System. Two groups, the Advisory Board and the Research and Evaluation Team, serve as advisory and resource groups for the Director. Three coordinators, one for the Communication Skills Program, one for the Occupational Skills Program, and one for Guidance Services, are considered line officers and report directly to the Director. Each of the seven chairmen who are responsible for the operation of their respective departments report directly to their respective coordinators. The coordinators and the chairmen are considered middle management in the organizational structure of the Center. The staff of the Center is comprised of instructors, counselors, job developers, job coaches, placement officer, and aides.

Cost Estimation of Program. The budget (Figure 15) for the operation of the Adult Career Education Program as outlined in the previous subsections of this report is estimated to be $372,000.

Starter Program. A starter program for the Skills Training Center might resemble the following for the Fall of 1972:

1. Management. The Skills Training Center must hire a competent Coordinator. He should begin working as soon as possible at no later than August 1, 1972. Salary from $12,000

FIGURE 14
TABLE OF ORGANIATION
PERTH AMBOY ADULT CAREER EDUCATION CENTER

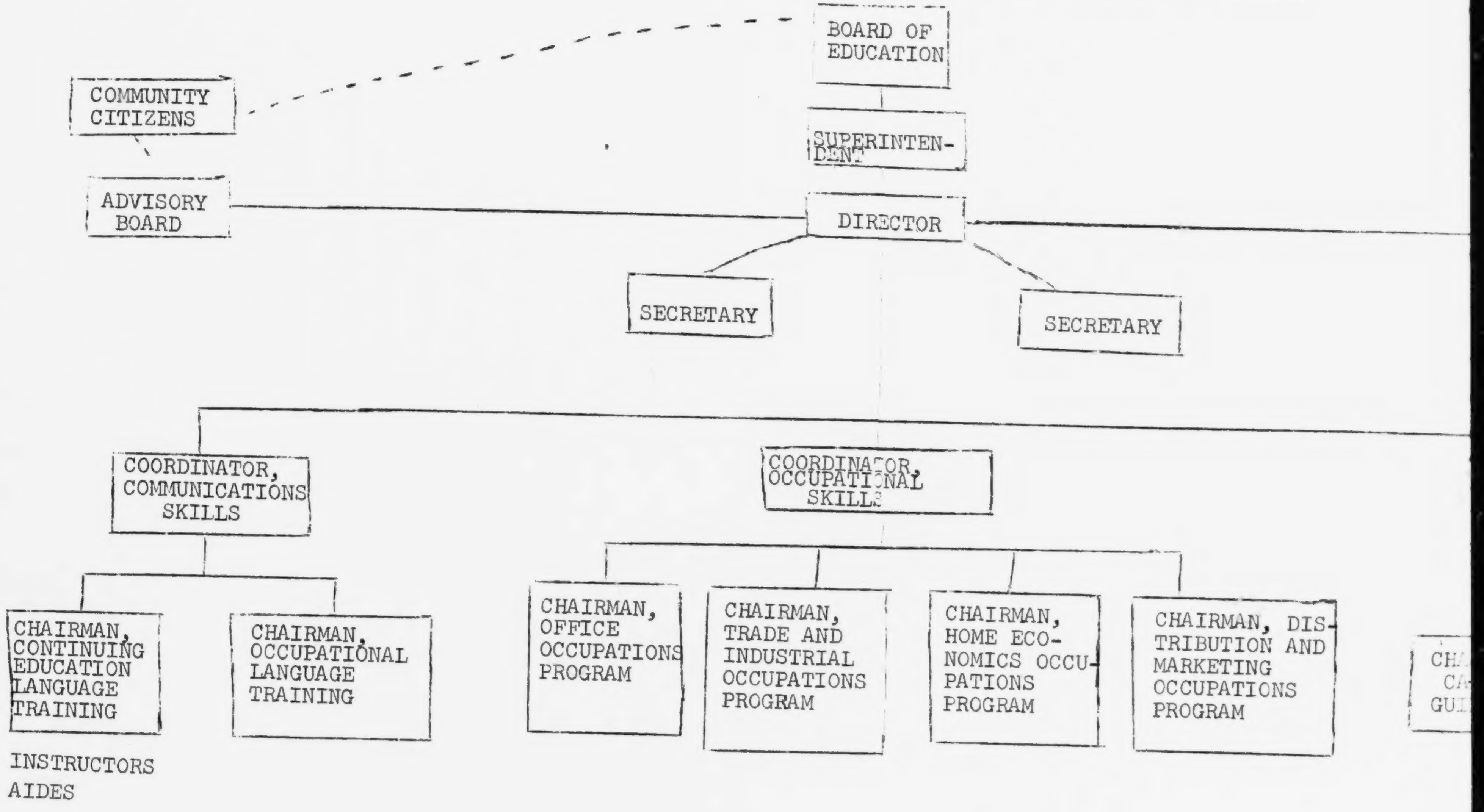
BOARD OF EDUCATION
SUPERINTENDENT
DIRECTOR
COMMUNITY CITIZENS
ADVISORY BOARD
SECRETARY
SECRETARY
COORDINATOR, COMMUNICATIONS SKILLS
COORDINATOR, OCCUPATIONAL SKILLS
CHAIRMAN, CONTINUING EDUCATION LANGUAGE TRAINING
CHAIRMAN, OCCUPATIONAL LANGUAGE TRAINING
CHAIRMAN, OFFICE OCCUPATIONS PROGRAM
CHAIRMAN, TRADE AND INDUSTRIAL OCCUPATIONS PROGRAM
CHAIRMAN, HOME ECONOMICS OCCUPATIONS PROGRAM
CHAIRMAN, DISTRIBUTION AND MARKETING OCCUPATIONS PROGRAM
CHA
CA
GUI
INSTRUCTORS
AIDES

FIGURE 14
TABLE OF ORGANIATION
PERTH AMBOY ADULT CAREER EDUCATION CENTER

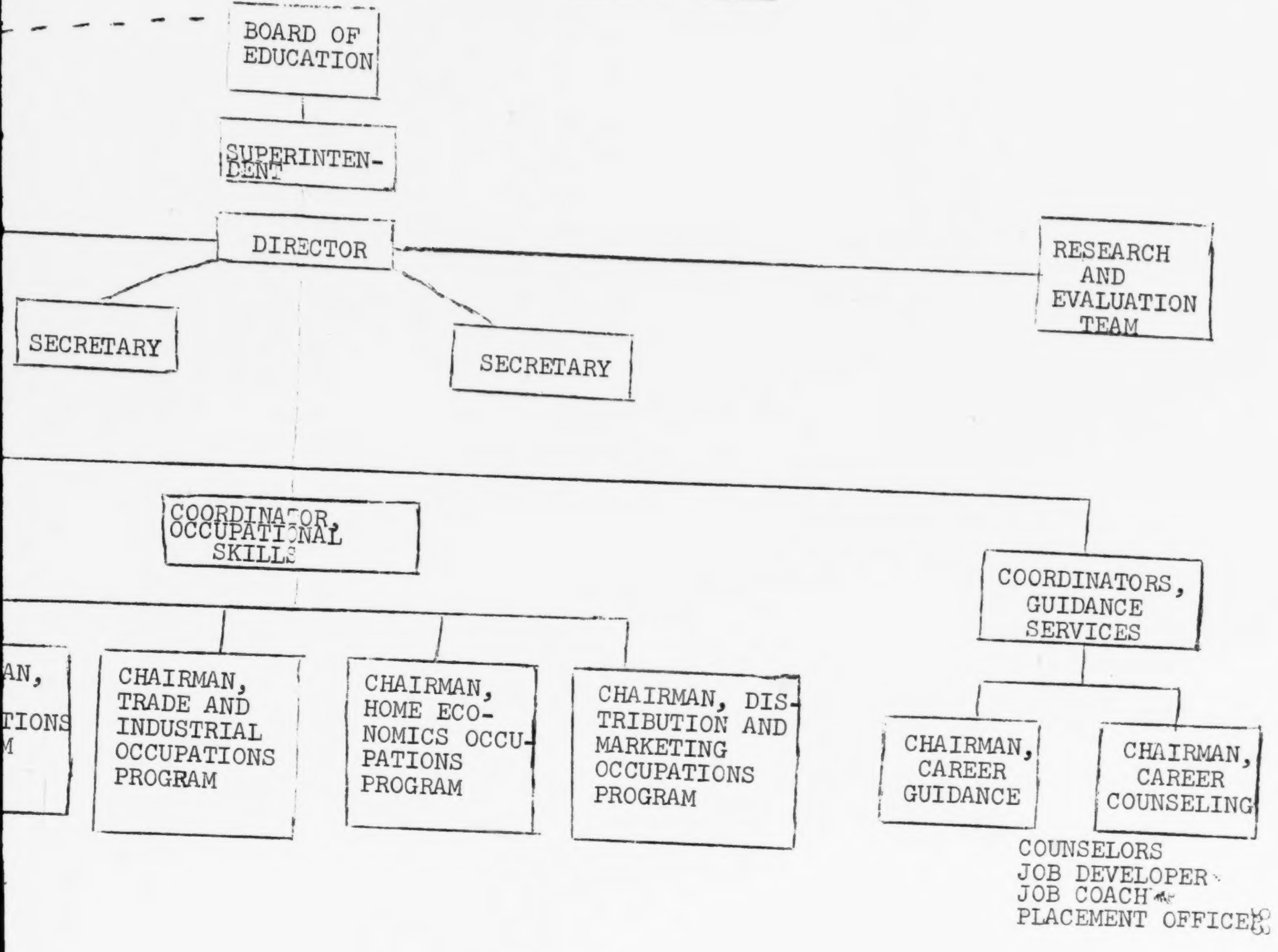
BOARD OF EDUCATION
SUPERINTENDENT
DIRECTOR
SECRETARY
SECRETARY
RESEARCH AND EVALUATION TEAM
COORDINATOR, OCCUPATIONAL SKILLS
COORDINATORS, GUIDANCE SERVICES
AN, TIONS M
CHAIRMAN, TRADE AND INDUSTRIAL OCCUPATIONS PROGRAM
CHAIRMAN, HOME ECONOMICS OCCUPATIONS PROGRAM
CHAIRMAN, DISTRIBUTION AND MARKETING OCCUPATIONS PROGRAM
CHAIRMAN, CAREER GUIDANCE
CHAIRMAN, CAREER COUNSELING
COUNSELORS
JOB DEVELOPER
JOB COACH
PLACEMENT OFFICER

FIGURE 15

## ADULT CAREER EDUCATION PROGRAM

## PROPOSED BUDGET

| | | |
|---|---|---|
| I. | Personnel Salaries | |
| | A. Administrative | |
| | Director[a] | |
| | Coordinators (Bilingual)[b] | $ 43,500 |
| | Chairmen/Instructors (Bilingual)[c] | $ 56,000 |
| | B. Staff | |
| | Instructors (Bilingual) for ABE, ESL, GED[a] | |
| | Part-time Instructors (Bilingual)[d] | $ 14,000 |
| | Counselors[c] | $ 12,000 |
| | Job Developer | $ 7,500 |
| | Job Coach | $ 7,000 |
| | Placement Officer | $ 7,500 |
| | Aides[f] | $ 6,000 |
| | Research and Evaluation Specialists' Team | $ 10,000 |
| | C. Clerical Secretaries (Bilingual)[g] | $ 12,000 |
| | D. Other | |
| | Custodian | $ 5,000 |
| II. | Materials | |
| | A. Consumable Supplies | $ 3,000 |
| | B. Instructional Materials | $ 5,000 |
| | C. Advertising (Recruiting) | $ 1,000 |
| III. | Travel | |
| | A. Director[a] | |
| | B. Coordinators, Chairmen, Instructors, Counselors | $ 5,000 |
| | C. Research and Evaluation Specialists' Team | $ 500 |
| IV. | Equipment[h] | $ 105,000 |
| V. | Data Processing | $ 5,000 |
| VI. | Renovation of Grammar School for Skills Center | $ 67,000 |
| | Total ------------- | $ 372,000 |

Legend

[a] Included in existent funded Adult and Continuing Education Programs.

[b] Includes 3 coordinators (cf. Figure 14), salary of $14,500 for each coordinator.

Legend (cont'd)

[c] Includes 7 chairmen (cf. Figure 14), salary of $8,000 for each chairman.

[d] Includes 2 part-time instructors for language programs, for academic year; 6 part-time instructors for occupational skills programs (four for academic year; two for one term), salary of $2,000 for full year part-time instructors.

[e] Includes 2 counselors, salary of $7,500 per counselor.

[f] Includes 4 part-time teacher aides, salary of $1,500 for full year part-time aides.

[g] Includes 2 secretaries, salary of $6,000 for each secretary.

[h] Includes equipment costs for Skills Training Programs: $35,000 for Office Occupations Program, $45,000 for Trade and Industrial Occupations Program, $20,000 for Home Economics Occupations Program, and $5,000 for Distribution and Marketing Occupations Program.

to $14,500. A bilingual secretary should be hired, also as soon as possible. Salary between $6,500 and $7,000. The program Coordinator should be assisted by one or two program chairmen as soon as the programs to be offered are identified, approved and instituted. The program chairmen will serve as instructors for two-thirds of their work and one-third will be administrative-supervisory and curriculum work. The chairman(s) should be hired as soon as possible and by August 1, 1972. The salary range would be between $9,000 to $12,000. A recruiter should be hired for $6,500.

2. Counseling. The Skills Training Center must hire a head counselor. The head counselor should be employed by September 1, 1972. The head counselor will have leadership and counseling duties for the Skills Training Center's guidance program. The salary range will be from $7,500 to $10,000. The program should immediately hire a "job developer". This person should serve as a liaison with the work world to promote "employability of the students". This person should be hired by October 2, 1972. The salary range, between $6,500 and $7,500. A "job coach" should be employed to provide assistance in industry to the newly placed persons. The person should be hired by December 1, 1972. The salary range between $6,500 and $7,500.

3. Occupation Language Program. The Skills Training Center should employ a chairman/instructor for the occupation language program. This position is to develop an intensive bilingual language component using the best "language teaching techniques". This person should be hired by September 1, 1972. The salary range between $7,000 and $8,000. Specialist instructors

in Spanish, Polish may also be hired on an adjunct instructors rate. These instructors would be hired to teach a specialist course. The prevailing rates for part-time instructors in the Perth Amboy School District should be paid.

4. Occupational Skills Training. A chairman/instructor for the Office Occupations should be hired to set up that program by August 1, 1972. The salary range should be between $7,000 and $8,000. Since many college graduates are having trouble getting positions, the program should try to get a promising new teacher for this program.

5. A chairman/instructor for the Trade and Industry program should be hired to set up that program by August 1, 1972. The salary range should be between $7,000 and $8,000. The same situation should be considered about the new teacher. The third chairman/instructor for the Home Economics program should be hired to set up that program with salary range between $7,000 and $8,000. Adjunct faculties should be employed on the PT salary rates for: Foreman training, general merchandising and retailing, auto mechanics, small engine repairs.

6. Equipment and Supplies

A. Office Occupations - Range from $4,000 to $9,000

B. Trade and Industry
   Auto mechanics - Range from $15,000 to $25,000
   Small engine repairs - Range from $5,000 to $12,000
   Appliance repairs - Range from $5,000 to $7,000

C. Homemaking - Range from $3,000 to $6,000

D. Powersewing - Range from $7,000 to $12,000

Supplies and Instructional Materials
A. Office Occupations - Range from $800 to $2,000
B. Trade and Industry - Range from $2,000 to $4,000
C. Distributive Education - Range from $800 to $2,000
D. Home Economics Occupations - Range from $1,000 to $3,000.

7. The budget for the "Starter Program" (Figure 16) ranges from $127,950 to $176,400.

Proposal Preparation. The preparation of the proposals for the various programs in the Skills Training Center were in draft form. The Guidelines for filling out the Form for Federal Vocational Education Funds (P.L. 90-576) were followed. It is understood that the actual proposal is completed, with a special form. The materials that are presented in the draft form provide the bulk of the information that will be needed. There were certain types of information that could not be supplied because they were not available.

It is strongly recommended that these draft proposals should serve as a basis for specific and further assistance from the various Bureaus of the New Jersey Department of Education.

The draft proposals will also serve as the abstract information for the circulation of the proposals to several interested persons in the Region II Office of the U.S. Office of Education.

The major proposal areas, presented in Appendix E, are: Proposal No. 1 - Office Occupations; Proposal No. 2 - Trade and Industrial Occupations; Proposal No. 3 - Distribution and Marketing; and Proposal No. 4 - Home Economics Occupational and Related Cluster.

FIGURE 16

## SUMMARY OF PROPOSED BUDGET FOR STARTER PROGRAM

---

| | | Cost-Salary Range | |
|---|---|---|---|
| 4.0 | Management | | |
| | Coordinator | $ 12,000 - | 14,500 |
| | Secretary (bilingual) | 6,500 | 7,000 |
| | Recruiter | 6,500 | 7,000 |
| 2.0 | Guidance | | |
| | Head counselor | 7,500 | 10,000 |
| | Job developer | 6,500 | 7,500 |
| | Job coach | 6,500 | 7,500 |
| 1.0 | Program | | |
| 1.1 | Chairman/instructor A Language Program | 7,000 | 8,000 |
| 1.2 | Part-time instructor A @500 term Spanish | 1,000 | 1,000 |
| 1.3 | Part-time instructor B @500 term Polish | 1,000 | 1,000 |
| 1.4 | Office Occupations Chairman/Instructor | 7,000 | 8,000 |
| 1.5 | Trade & Industry Chairman/Instructor | 7,000 | 8,000 |
| 1.6 | Home Economics Chairman/Instructor | 7,000 | 8,000 |
| 1.7 | Adjunct instructors - Auto mechanics PT | 450 | 500 |
| 1.8 | Adjunct instructors - Small engine | 900 | 1,000 |
| 1.9 | PT. instructor - Foreman program | 500 | 1,000 |
| 1.10 | PT. instructor - Gen. Merchandising | 500 | 1,000 |
| 1.11 | PT. power sewing | 450 | 900 |
| | Supplies | 4,600 | 11,000 |
| | Equipment | 39,000 | 62,000 |
| | Maintenance & Overhead | 8,000 | 12,000 |
| | | $127,950 | 176,400 |

# SECTION IV

## ABSTRACT AND RECOMMENDATIONS

A feasibility study to establish an Hispanic Education Program, Bilingual Vocational Education Program in Perth Amboy, New Jersey was conducted by Drs. John M. Skalski and Anthony N. Baratta, under the aegis of the Perth Amboy Board of Education, through its Adult Education Center. The study was funded through a grant provided by the New Jersey Department of Education, through the office of Mr. Harold R. Seltzer, Director of the Bureau of Occupational Research Development of the Division of Vocational Education.

Program Rationale. The need for a bilingual skill training program for out-of-school youth and adults of the Perth Amboy Hispanic community is generally recognized by the citizenry. The nature of the problem is complex and its severity is relative to many other societal needs and problems. The need for this special program is in the high priority category for the persons who are directly affected. Those sixteen, seventeen and eighteen year-old teenagers who attend the Adult Basic Education program in the Perth Amboy Education Center and quite timidly answer the questions of the investigators concerning the proposed bilingual skill training program are eloquent testimony regarding the need for this special program. Further, the program will assist adults.

It is important to emphasize at this point that there are many positive aspects with relation to the possible establishment of a Skills Training Program for the persons mentioned already. First the Hispanic community in particular and the broader adult education constituency in general want such a program. Many persons have been communicated with regarding the cruciality of such a program.

Second, the positive leadership of the New Jersey State Department of Education through its funding for the study and its unstinting assistance, through numerous persons, is strong testimony to the importance of such a program. A bilingual vocational Skills Training Program would be in the unique category. In the City of New York, which has begun bilingual education in earnest, such a program to our knowledge does not yet exist. So may we boldly submit that such a pilot demonstration project could provide help to those who need it and the glow of such a success would not be unappreciated.

Third, the good will of the Board of Education of the City of Perth Amboy and the administration of the system have been amply communicated to the investigators. However, there is a more basic rationale that is advanced at this point. The Board of Education is the establishment or the institution for the education of all the people. The main task is the education of children and youth within the compulsory education laws. In addition, the Board of Education is supporting Adult Education. The trends of education in the future tense indicate that Community Education is here. The education of persons from birth until death is already a reality in our country. Elements of this philosophy are in operation in Perth Amboy.

Every system of education has all types of special subsystems of education. By this we mean that one system will emphasize music, another system will emphasize electronics, another system will emphasize football. There are numerous subsystems of educational offerings in every system. Now to the point at hand. There is an opportunity now for the Board of Education to advance another special interest in the way of an Adult Career Education Program for out-of-school youth and adults.

The task of planning and implementing the Career Education Program is a professional work. The Board of Education however, needs strong community understanding, desire, and support for the addition of a more advanced Career Education program. The time is right for this program. Admittedly the times are difficult from the point of the economics of the society. Furthermore, the pressures for economic retrenchment concerning the budgetary allocations are a constant companion for the citize and the Board of Education. Nevertheless, the good people of Perth Amboy have over the years invested in the education of their children and youth. In fact at this very moment in time, the new Perth Amboy High School, a splendid and highly valuable new educational facility is on the verge of opening for the community in the Fall of 1972. Who cares about what happens in education in Perth Amboy? Thousands of people fundamentally care. These include the government officials, the Board of Education, the community of priests, ministers and rabbis, the business community, the children and youth, and citizens from every ethnic and community sector.

As consultants, Drs. Baratta and Skalski, have had the privilege of talking, listening, and discussing the possibility and feasibility of establishing a Skills Training Center in Perth Amboy. We have been impressed by the outstanding potential for the continued development of the City of Perth Amboy.

One does not have to be a wise person to know that the cities of our country are in crisis. Yet one simple fact is known that the problem of the cities may be understood in the recognition that there is a growing population of citizens who "have not" in terms of money, skills, education, and often the will to have. Thiis is the common problem of every citizen in our country, whether we live in the Central Ward of Newark or in Short Hills, New Jersey. The consultants do not advance the idea that the Skills Training Center will solve the problem or to be the panacea for these serious problems. But in the words of President Kennedy, "A journey of a thousand miles must start with the first step." Perhaps the Skills Training Center will be likened to a first step for several hundred people.

Feasibility Study Design and Findings. The feasibility study included four phases, namely, exploration, research, program design, and proposal preparation. The exploration phase was undertaken to determine the extent of the need and support of a Skills Training Program in Perth Amboy; to ascertain the challenges and problems involved in establishing a Skills Training Center, especially, the bilingual component; to establish inter-institutional c ooperation and linkages with the world of work; to define the composition of a permanent Advisory Board for the Center; to identify several sources of funding; and to determine the future manpower needs in the Perth Amboy geographical area. The purposes of the researc h (Community Survey) phase were to determine the need of and the support for an Adult Education Training Center; to ascertain job satisfaction of prospective students; and to determine the more immediate educational and occupational goals of Perth Amboy adults; and to find out the kinds of training needed and desired by the subjects. On the basis of the outputs of the exploration and research phases of the feasibility study, the occupational skills training program was developed. Finally, specific proposals for funding were prepared.

The strategy employed in the exploration phase of the study was to confer with and interview the Perth Amboy school system personnel, the citizenry of Perth Amboy - especially the Hispanics, and the officials of governmental, manpower and other agencies. Moreover, several visits were made to vocational skills centers. An analysis of the predicted manpower needs for the Perth Amboy geographical area for the next five years was performed.

The strategy employed in the research phase of the study was to interview with a semi-structured questionnaire, "Community Survey", approximately five hundred adults in Perth Amboy. Of the planned sample, two hundred out-of-school youth and adults currently enrolled in the Adult Education Center and three hundred adults who were not currently enrolled in the Center but who resided in the target and non-target areas of the city were to be surveyed. The sample was to consist of two-thirds Hispanics and one-third from other ethnic groups. The interviewed sample included 494 Perth Amboy out-of-school youth and adults.

In summary, the output of the exploration and research phases indicated that there is an intense and significant need for an Adult Vocational Skills Training Program in Perth Amboy and a strong body of opinion supporting the establishment of such a Center. Interinstitutional cooperation and linkages with the world of work were established. It was decided by an ad hoc advisory group that the composition of a permanent Advisory Board for the Center should include community, labor, business and industry representatives. Moreover, it was found that although the majority of the surveyed adults with jobs were satisfied with them, a substantial proportion was dissatisfied with their present jobs because of low salaries, desire for a different job, and unsatisfactory working conditions. The language barrier, the lack of skill training, inability to find a job, and low salaries were the major occupational and job problems encountered by the survey subjects. Although the majority of the surveyed adults intended to continue their education, with a substantial group planning to attend college, there is an indication that the educational aspirations of the Hispanic population in Perth Amboy need to be raised substantially.

Most of the surveyed individuals stated that they would attend an Occupational Skills Training Center if one were instituted in Perth Amboy. Need for both a day and evening occupational training program in Perth Amboy was also expressed by the subjects. A consistent and persistent similarity was found in the responses of Perth Amboy's out-of-school youth and adults with respect to the jobs for which they wish additional training, their primary career interests, the kinds of training that should be provided by the Adult Skills Center if one were instituted, and the types of training desired by the subjects if they were to enroll in the Skills Center. These expressed occupational and job needs were for training as auto mechanic, secretary, general office practice worker, nurse, business manager, practical nurse/nurses' aide, social worker, beautician, carpenter, electrician, clerk, teacher, and power sewing operator. Analysis of the predicted manpower needs for the Perth Amboy geographical area for the next several years indicated a substantial similarity with the occupational training needs expressed by the adults. Several sources for funding were explored with local and state personnel.

Recommendations. The results of the exploration and research phases of the feasibility study seemed to warrant the following recommendations.

1. Since the concept of an occupational and vocational skills training program for Hispanics in Perth Amboy was too limited in scope and in terms of the clientele that need to be served by such a program in Perth Amboy, the occupational skills training program should be incorporated into the larger framework of an Adult Career Education Program.

2. The Board of Education should seriously consider the initiation of the comprehensive concept of career education for all Perth Amboy persons in the proximate future. This would mean a more intimate linking of the Adult Education and Skills Center with the Perth Amboy school system and the other educational, occupational, vocational, and job agencies and rescurces in Perth Amboy.

3. The Perth Amboy Adult Career Education Program should be viewed as a system consisting of four subsystems, namely, program, guidance, evaluation, and management. The purpose of the program subsystem which should include communications skills training, occupational skills training, and higher education

preparation for professional careers, is to provide the necessary educational and occupational training experiences for greater educational, occupational, vocational, and job mobility of Perth Amboy out-of-school youth and adults; these training experiences being in accord with their vocational needs, job preferences, vocational aspirations, and occupational capacities. This increased abilities and skills development should create educational and vocational options and opportunities for those Perth Amboy adults who lack them; thus, altering the Perth Amboy social system. The basic occupational language training program which is an element of the communications skills training component of the Adult Career Education Program should offer by means of simulated laboratory experiences job-related language instruction designed to acquaint the other-than-English monolingual such as the Hispanic or Slavic worker with the vocabulary and attitudes needed to acquire, hold, and advance in a job.

The occupational skills training component should consist of four programs, namely, the office occupations program, the trade and industrial occupations program, the home economics occupations program, and the distribution and marketing occupations program. This occupational skills training program is intended to provide bilingually initial training, retraining, or upgrading of previous skills in selected vocational areas. The Office Occupations Program should initially provide training in three selected general office practice occupations areas, namely, the machine operations cluster, the typing cluster, and the clerical cluster. The Trade and Industrial Occupations Program should initially provide training in the mechanics and

Maintenance cluster, the repair cluster, and the service occupations cluster (i.e., as supervision and management development foremen). The Home Economics Occupations Program should initially provide training in homemaking, Consumer Education, power sewing of clothing, and as waiter/waitress. The Distribution and Marketing Occupations Program should initially provide training in general merchandise and other retail trade.

The Guidance Subsystem should encompass a myriad of functio such as client appraisal, career exploration and information dissemination, counseling, and follow-up, which focus on enabling Perth Amboy adults to make optimum use of their alternatives in acquiring an education, making full use of training options, and pursuing a career. This subsystem should include three components, namely, career guidance, career counseling, and vocational placement. The career guidance component should consist of client diagnosis which is concerned with personal assessment in terms of career opportunities, career exploration through which Perth Amboy adults would examine the world of work; and career information.

The Evaluation Subsystem should consist of two components, namely, evaluation and research. The evaluation component should be considered as the process of identifying, obtaining, and providing useful information regarding the program and guidance components of the Adult Career Education Program for judging decision alternatives about them. The research component should be concerned with the structure, elements, content, strategies, and clientele as well as the economy, efficiency, and effectiveness of the Adult Career Education Program. This evaluation and research of the Program should be done not only summatively but also formatively on a constant and continuous basis.

The Management Subsystem should include planning, control, and an information base. The information base should include data about not only the clientele, the progress and effectiveness of the Program but also the manpower needs forecasts, job bank for Perth Amboy geographical area, and ethnically identified manpower resources in Perth Amboy.

4. The target population for the Adult Career Education Program should be all the Perth Amboy out-of-school youth and adults who need the service. However, priority should be given to disadvantaged and minority persons, especially, the Hispanics.

5. The Adult Vocational Skills Center must start in September, even if it begins with only one borrowed typewriter to train three people. This start cannot be allowed to evaporate because of lack of funding. It is strongly recommended that for September priority be given to the installation of the Office Occupations Program and the Home Economics Program. The other programs described in the Perth Amboy Career Education System should be phased in as soon as the renovation of the Industrial Arts complex is completed.

6. Upon receipt of this Report, the Perth Amboy Board of Education should immediately develop and implement plans for the renovation of the Industrial Arts Building, in terms of the recommended occupational skills programs. Funding from Model Cities under the aegis of Mr. Frank Catalina should be sought.

7. The Program's diagnostic component which includes testing and measurement of clientele needs, abilities, potentialities, interests, termperaments, aspirations, achievements, and social and personality qualities, should be performed within

the Adult Education and Skills Center by a professionally qualified bilingual person.

8. The administration of the Adult Skills Training Center must in the staffing of the Center foster the emerging leadership development of citizens in the target areas.

9. The staffing needs of the Center include three bilingual Coordinators, one for the Communication Skills Program, another for the Occupational Skills Program, and the other for Guidance Services; three Chairmen/Instructors; Job Developer; Job Coach; three teachers' aides; and a Research and Evaluation Team. Immediate attention (i.e., pre July 15, 1972) should be given to the hiring of at least one coordinator.

10. A permanent Advisory Committee with cross-community, labor, industry, and business representations should be established immediately. The establishment of this Committee must include community people who care about the success of the Skills Center.

11. The links that have been initiated with various agencies and organizations should be nurtured for the mutual benefit of both parties.

12. The administration of the Perth Amboy Adult Education and Skills Center must identify a few receptive funding sources and work them intensively.

13. When this Report is formally accepted by the Perth Amboy Board of Education, it should be widely disseminated within and outside the system.

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# APPENDIX A

# POSITION GUIDE

# POSITION GUIDE

DRAFT:

Position Title: Teacher-Coordinator for Office Occupations

Primary function To participate, as a member of the teaching staff, in directing learning of students in the Skills Training Program of the Adult Education Center in the area of office occupations (including typing, office machine operations, and clerical office practice.) As a co-equal function, the teacher-coordinator will have administrative-supervisory functions in the Office Occupations program.

Major Position Responsibilities: (1) Teaching: (a) planning for teaching; (b) motivating adult students; (c) developing classroom climate; (d) developing skills training in the particular office occupations; and (e) evaluating.

(2) Coordinating: (a) leading in developing a new program in the Adult Education Center's Skills Training in the area of Office Occupations; (b) implementing the goals of the program; (c) coordinating the Office Occupations program with other programs that are offered in the Skills Training Center; (d) preparing proposals for funding of the Office Occupations program; (e) developing of curriculum guides for the program; (f) developing links with the world of Office Occupations so that the trainee graduates will have good opportunities for employment; (g) assisting with the selecting of students in accordance with the criteria established; (h) assisting with the selection of additional faculty for the program; (i) preparing orders for supplies, equipment, and instructional materials, (j) supervising the Office Occupations Program and (k) evaluating the Office Occupations program.

Qualifications (1) Education : (a) graduate of a four-year accredited college; (b) office occupations major; (2) Skills, Knowledge, Abilities: (a) function effectively as a teacher; (b) function in an administrative-supervisory capacity for a new and important program; (c) competent bilingually, Spanish preferable for the conduct of the teaching and coordinating functions; (3) Experience: (a) two years of teaching experience, or understanding of culture and life styles of the majority of students to be served in the Skills Training Center.

Organizational Relationships : (1) is accountable to the Director of the Adult Center. (2) Coordinators work with other staff members in the Center.

Salary : ______________

# APPENDIX B

# COMMUNITY SURVEY INSTRUMENTS

## PERTH AMBOY ADULT EDUCATION

## HISPANIC CAREER EDUCATION PROGRAM (HEP)

## COMMUNITY SURVEY

1. Name: ______________________________ Date: ____________

2. Address: ______________________________________________
Number   street   Apartment No.   City

3. Telephone No. ____________ 4. Soc. Sec. No. ______________

5. Male: _____ Female _____ 6. Date of Birth _____/_____/ _____
Month   Day   Year

7. Place of Birth: ______________________________________

8. Marital Status: Never Married: _____ Married _____ Divorce: ___
Widowed: _____ Separated _____

9. Race: White: _____ Black: _____ Oriental: _____

10. Ethnic Group: Puerto Rican: _____ Other ________________
(Please Specify)

11. Schools Attended:

| Name of School | Location | Years Attemded |
|---|---|---|
| | | |
| | | |
| | | |

12. Circle Highest Grade Completed: 1 2 3 4 5 6 7 8 9
10 11 12 College (Number of Years): ___________

13. Work Experience:

| Place of Employment | Type of Work | Dates Worked | Sal.<br>Hr. Wk |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

14. Language Spoken At Home: English ____ Spanish ____ Other (Please Specify)
______________________________

15. Total Number of Persons in Household Including Respondent: ____

16. If working, are you satisfied with your present job? Yes ____
No ____. If your answer is no, why not? ________________

17. For what job are you qualified? 1.____________________

2.____________________ 3.____________________

18 For what job(s) do you wish additional training? 1.________

2.____________________ 3.____________________

19. What are your primary three (3) career interests? 1.________

2.____________________ 3.____________________

20. What are your plans in continuing your education?__________

________________________________________

21. Is there a need for a Skill Training Program in Perth Amboy?

Yes____No____Why?____________________________

________________________________________

22. If a Skill Training Program were started in Perth Amboy, what kind of training should be provided?________________

________________________________________

23. If a Skill Training Program were started in Perth Amboy, would you attend? Yes_____No_____

24. If you were to enroll in a Skill Training Program, when could you attend? During the daytime_____In the evening____

25. If you were to attend a Skill Training Program, what type(s) of training would you want (eg., general office practice; automotive repair; practical nurse or nurse's aide; industrial fireman; sewing; factory assembly; warehousing; secretarial skills; salesman; marketing)?

________________________________________

________________________________________

26. What problems, if any, did you have in finding a job, working on the job, promotions, salary, etc.?____________________

________________________________________

THANK YOU FOR PARTICIPATING IN THIS SURVEY

# APPENDIX C

# CURRICULAR OUTLINES

CURRICULUM: OFFICE OCCUPATIONS

A recent publication, Cooperative Office Education Related Class Manual is an excellent guide for the programs contemplated in the Skills Training Center that are in the area of Office Occupations. It was published in June, 1971 as a result of a project developed by the Department of Business, Trenton State College in cooperation with the State of New Jersey, Department of Education, Division of Vocational Education.

The manual was developed to serve as a guide for the teacher of various office education classes. Each unit contains six sections and these are included below:

I. Unit Objectives

Objectives are stated in behavioral or performance terms to assist both the teacher and the students in determining the specific goals of each unit.

II. Materials and Supplies

Instructional materials, audio-visual aids, and specific supplies for each unit are listed.

III. Unit Content

Suggested content for each unit has been outlined. This section can be condensed or expanded as it determined by the individual teacher to meet his specific classroom needs.

IV. Teaching Suggestions

A variety of suggestions are offered to assist in the presentation and development of each unit.

V. Evaluation

Methods of evaluating the degree to which the unit objectives have been met are suggested. The teacher will determine the specific evaluative devices to be used in his class.

VI. Reference Materials

Textbooks, pamphlets, films, charts, transparencies, and other reference materials are offered for each unit.

Consultants' Suggestion:

The above-mentioned format provide advanced and comprehensive curriculum design patterns. Throughout this sub-section of the report illustrative materials will be included to serve as models. It is obvious that within the constraints of the Program Developers' Report, that it will suffice that the suggested materials include highlights and salient recommendations. Specifically, as the Program Developers visited several adult education programs with some Skill Center type programs, it was discerned that a paucity existed of course guides, curriculum, and materials. Therefore, as a high priority matter, the consultants' recommend that the teacher-coordinator be responsible from the very beginning of the program to develop detailed course curricula. It is further suggested that the format of the six sections or six units be given serious consideration. These "Perth Amboy Skills Center Materials" should be typed and mimeographed and utilized for each person in the program. They should serve as a basis for their Individually Developed Program, (IDP). Within the IDP format, these students in the Skills Training Program could have a more individualized program. The integral program package for each student would normally include the guidance component, training component, and placement component.

## Course Outlines for Office Education

Every student who selects the Office Occupations program of the Skills Center should be required to complete the first five units that are presented in the Office Education Manual. These include the units termed: 1. Pre-Employment, 2. Oral Communications, 3. Meeting the Public, 4. Personality Development and Human Relations and 5. Business Organization and Management. The instructor of the Office Occupation program will be provided with this curriculum bulletin. The following excerpts from each of the five units give an indication of the types of training and experience that will be offered in the first part of the course:

### 1. Pre-Employment Unit

I. UNIT OBJECTIVES

A. The student will demonstrate in simulated business interviews his ability to use recommended techniques and proper conduct based on predetermined criteria.

B. Given a blank application form, the student will demonstrate his ability to complete it using the recommended techniques and procedures.

C. The student will identify a minimum of five ways of locating job openings.

D. Given a description of an applicant's personal appearance, the student will identify the positive and/or negative features of the applicant's appearance.

E. Given a description of an available employment situation, the student will prepare an appropriate resume or personal data sheet and a cover letter.

II. MATERIALS AND SUPPLIES

A. Dictionary of Occupational Titles

B. Standard Industrial Classifying Numbers

C. Newspaper--Classified ads

D. Civil Service announcements

E. Sample tests, rating forms, and application blanks

## III. UNIT CONTENT

A. Pinpointing occupational goal

B. Systematic job finding program

C. Selecting the firm

D. Preparing for the interview

E. The interview

F. Employment testing

G. Follow-up

H. Payroll information

## IV. TEACHING SUGGESTIONS

A. The student should conduct a comprehensive job analysis of his occupational objective.

B. Provide students with an opportunity to complete the various forms associated with securing a position.

C. The student should prepare a personal data sheet, complete with references, prior to his first scheduled interview.

D. Make use of available films and records.

E. Appoint or have the class select a committee to visit several businesses to talk with company representatives about job opportunities and requirements.

## V. EVALUATION

A. The student should be given a detailed description of an individual's appearance when on a job interview and asked to identify the positive and/or negative features of his appearance.

B. The student should be evaluated during a simulated interview using an established checklist of criteria.

C. The student should be tested to determine his knowledge of the available sources of employment opportunities.

VI. REFERENCE MATERIALS

## Textbooks

Agnew, Meehan, and Oliverio. SECRETARIAL OFFICE PRACTICE, seventh edition, South-Western Publishing Co., 1966.

Agnew, Meehan, and Pasewark. CLERICAL OFFICE PRACTICE, fourth edition, South-Western Publishing Co., 1976.

Archer, Brecker, Frakes, and Stewart. GENERAL OFFICE PRACTICE, third edition, McGraw-Hill Book Co., 1968.

Gregg, Fries, Row, and Travis. APPLIED SECRETARIAL PRACTICE, sixth edition, McGraw-Hill Book Co., 1968.

## Records

GREGG SECRETARIAL TRAINING RECORDS, Set I, McGraw-Hill Book Co., 1961.

## Transparencies

PERSONAL DEVELOPMENT TRANSPARENCY SERIES, Hanson and Parker, South-Western Publishing Co.

Dress--Ability
Employ--Ability
Image-Ability
Job-Getting--Ability

## Films

DO I WANT TO BE A SECRETARY? 10 minutes. Business Education Films, rental of $3.50

DUTIES OF A SECRETARY. 30 minutes, Business Education Films, rental of $3.50

FINDING THE RIGHT JOB. 11 minutes. Business Education Films, rental of $3.50

2. ORAL COMMUNICATIONS UNIT

I. UNIT OBJECTIVES

A. At the completion of this unit, the student will:
   1. Compare face-to-face and telephone communications by listing five elements of effectiveness common to each.
   2. In class dramatizations, using the criteria listed under UNIT CONTENT:
      a. Demonstrate desirable characteristics during face-to-face discussions.
      b. Satisfactorily receive and direct incoming calls.
      c. Satisfactorily make outside calls.

II. MATERIALS AND SUPPLIES

A. Instructional materials

B. Drill materials

C. Audio-visual aids

D. Visual aids

III. UNIT CONTENT

A. Face-to-face communications

B. Telephone communications

IV. TEACHING SUGGESTIONS

A. Pretest students' knowledge

B. Contact the telephone company to borrow the teletrainer

C. Use tape recorder to record and then evaluate the recording

V. EVALUATION

A. Evaluate student performance in dramatization based on predetermined criteria.

B. Written tests.

VI. REFERENCE MATERIALS

Vermes, THE SECRETARY'S GUIDE TO DEALING WITH PEOPLE, Prentice-Hall, 1964.

New Jersey Bell Telephone Company, THE SECRETARY AND THE TELEPHONE.

3. MEETING THE PUBLIC UNIT

I. UNIT OBJECTIVES

A. The student will satisfactorily carry out the duties of the receptionist.

B. The student will identify and discuss in writing the desirable personal qualities of the receptionist.

II. MATERIAL AND SUPPLIES

A. Textbook units

B. Drill Materials

C. Personality checklist or rating sheet

III. UNIT CONTENT

A. Desirable personal qualities of the receptionist

B. Responsibilities of the receptionist

IV. TEACHING SUGGESTIONS

A. Use dramatization to demonstrate the proper way to greet, announce, and handle visitors.

B. Have class discussions and written exercises on case problems.

C. Have students evaluate their personal qualities.

V. EVALUATION

A. Evaluate student performance in dramatizations.

B. Written test on knowledge of desirable traits.

VI. REFERENCE MATERIALS

A. Materials listed for previous units have appropriate sections.

B. U.S. Department of Labor. CLERICAL OCCUPATIONS FOR WOMEN--TODAY AND TOMORROW.

## 4. PERSONALITY DEVELOPMENT AND HUMAN RELATIONS UNIT

I. UNIT OBJECTIVES

A. The student will identify fifteen of the major personality traits which affect image and relationships.

B. Given a detailed case study involving problem solving with people, the student will identify the basic problems, state the facts involved, and list the possible solutions.

II. MATERIALS AND SUPPLIES

A. Reference books, booklets, and pamphlets.

B. Audio-visual aids

C. Personality check lists.

III. UNIT CONTENT

A. Personality defined.

B. Succeeding in business

C. Analyzing personal qualities and traits

D. Developing personality

E. Needs and Motivation

F. Potential human relations problem areas

G. Winning favorable reactions

H. Handling office problems

I. Problem solving with people

IV. TEACHING SUGGESTIONS

A. Make use of the many personality check lists.

B. Have students make a list of positive and/or negative statements directed at them during a given day.

V. EVALUATION

A. Written tests

B. Student reports

VI. REFERENCE MATERIALS

Kimbrell and Vineyard. SUCCEEDING IN THE WORLD OF WORK, McKnight and McKnight Publishing Co., 1970.

Newton and Green. HOW TO IMPROVE YOUR PERSONALITY third edition, McGraw-Hill Book Co., 1963.

Film: THE GRAPEVINE. 8 minutes. Business Education Films, rental of $6.00.

5. BUSINESS ORGANIZATION AND MANAGEMENT UNIT

I. UNIT OBJECTIVES

The student will identify in writing:
1. The various forms of business ownership.

2. The types of organizational structures

3. Six major objectives of office management.

II. MATERIALS AND SUPPLIES

A. Audio-visual

B. Instructional materials

C. Specimens

III. UNIT CONTENT

A. Forms of business ownership--advantages and disadvantages

B. Internal business organization

C. Internal organization and office management

D. Objectives of office management

E. Role of the office supervisor

F. Standardization in the office

IV. TEACHING SUGGESTIONS

A. Have student prepare an organizational chart.

B. Use the case problem to discuss various forms of business ownership.

V. EVALUATION - Written and Oral Reports

VI. REFERENCE MATERIALS

George, Claude S. MANAGEMENT FOR BUSINESS AND INDUSTRY, Prentice-Hall, Inc., 1970.

Other Relevant Instructional Guides and Materials

The Related Class Manual contains a total of 19 areas in Office Education. In other courses of the Skills Training Center Office Occupations Program, the areas of study may be applied. For example there are units on machines, handling mail, business mathematics, business filing and specialized typing problems. Excellent unit objectives, materials and supplies, unit content, teaching suggestions, evaluation and reference materials are provided for each of these areas. They should be a helpful guide to the instructor.

Bi-lingual translations of many of these materials would be necessary during the first phases of the program. These outlines in the Related Class Manual provide curricula. The investment and allocation of a knowledgeable person to translate the materials would be a worthy investment of resources for the Skills Training Center. The chief benefit is that the materials are developed to meet the specific needs of the business and office world in this country. There are definite cultural considerations in the training of office employees. So that in effect these translations would have a distinct advantage over materials prepared for other countries in the Spanish language for example.

CURRICULUM: MACHINE OPERATIONS CLUSTER

The publication Office Machines written by Marcella P. Hill, for the Vocational-Technical Curriculum Laboratory at Rutgers University provides an excellent guideline for the entry level course, entitled "Machine Operations" of the Perth Amboy Skills Training Center. The book provides more than the technical instruction regarding machine operations. It also gives the student a bird's eye view of the variety of positions held by clerical workers, stated Marcella Hill. Many of these positions will be within the student's capabilities. The course will also give the students an idea of the machine skills, knowledge and the attitude that will be expected of them for any given position in business.

In this section of the report, the major units will be indicated within the course. Obviously the type of offering in the Skill Training Center will be conditioned by the number of office machines that are purchased for the program. Nevertheless, in this Office Machine curriculum outline the major units provide a comprehensive coverage of the ordinary types of machines that are available. The major units will be listed with one or two stated objectives for the units.

| UNIT | OBJECTIVES |
|---|---|
| I. The Meaning of "Office Practice" Class. | To learn how to be a good student in this class. |

| UNIT Continued | OBJECTIVES Continued |
|---|---|
| | To learn about some of the kinds of work that are done in an office. |
| | To learn how a student performs as a future employee. |
| | To learn how an employer will know how well his employees are doing. |
| II. TYPEWRITERS | To review some facts about manual typewriters. |
| | To review some facts about Selectric typewriters. |
| | To learn about important parts on electric typewriters. |
| | To review some rules to follow to help you get good typing results. |
| III. MIMEOGRAPHS | To learn about the Rex mimeograph and what it does. |
| | To learn about the stencil for the mimeograph and how to prepare one ready to put on the machine. |
| | To learn the differences between the two kinds of mimeoscopes. |
| | To learn how to deal with the problems that might come up about the mimeograph. |
| IV. FLUID DUPLICATORS | To learn what kind of machine the fluid duplicator is, and when to use it. |
| | To learn more facts about the fluid duplicator and how it works. |
| | To learn how to use the Heyer Duplicator. |
| V. FLEXOWRITER | To learn what kind of machine the Friden Flexowriter is. |
| | To learn how to punch a tape, to correct errors, to punch an address tape, and to set the margins on the Flexowriter. |
| VI. PHOTOCOPYING MACHINES | To learn some facts about photocopiers. |

| UNIT Continued | OBJECTIVES Continued |
|---|---|
| | To learn the names and use of the different parts of the Verifax photocopier. |
| | To learn how to use the legal-size wet Verifax. |
| | To learn how to use the dry photocopying machines. |
| VII. ADDING MACHINES | To learn the names of the parts of the Monroe full-keyboard adding machine and how to use them. |
| | To learn how to operate a full-keyboard adding machine. |
| VIII. CALCULATING MACHINES | To learn what a calculator is and what kinds of problem can be done. |
| | To learn the steps in multiplying on a fully automatic calculator. |

## BIBLIOGRAPHY

The publication used in this course has a bibliography which gives the major references and books for office machines. Several are listed in this report.

A. B. Dick, Techniques of Mimeographing, Chicago. 1963.

Eastman Kodack Company, Verifax Copy Guide, Rochester, N.Y.

Friden, Incorporated, Flexowriter Manual of Instructions. San Leonardo, 1959.

International Business Machines, A Key to Better Typing, Executive, New York City : 1959.

Monroe Calculating Machine Company, Inc. Operating Instructions for Model 408, Orange, New Jersey. 1951.

## CURRICULUM: TYPING CLUSTER

The publication About Typewriting written by Raymond F. Pieslak, for the Vocational-Technical Curriculum Laboratory at Rutgers University provides excellent technical instructional outlines about the subject of typing. The publication Teaching Typing I also published by the Curriculum Laboratory is another excellent resource for the Typing Cluster of the Perth Amboy Skills Training Center program.

The publication *Teaching Typing I* introduces the machine, basic techniques, and the keyboard format. Skills are increased through production jobs. Personal correspondence and and duplicating techniques are introduced in that sequence. The last unit deals with dictation-transcription techniques. Teacher suggestions, such as equipment and materials, are included at the back with a final examination. For the introductory course in the Skills Center there would be an intensive emphasis on typing skill development.

The curriculum outline in this report will provide salient objectives in the Typing Cluster. The units will be listed along with some of the major corollary objectives.

| UNITS & LESSONS | OBJECTIVES |
|---|---|
| I. THINGS TO KNOW BEFORE YOU START TYPEWRITING | |
| 1. Typewriting habits | To develop good typewriting habits. |
| 2. Typewriting techniques | To learn to typewrite the right way. |
| 3. Care of the typewriter | To learn how to care for the typewriter. |
| II. MEASUREMENTS YOU SHOULD KNOW IN TYPING | |
| 1. Setting Margins with Pica Type | To learn how to set stops for left and right margins. |
| 2. Setting Margins with Elite Type | To learn how to set stops for left and right margins. |
| III. PARTS OF THE TYPEWRITER | |
| 1. Learn parts of the typewriter and how to use them. | To learn the parts of the typewriter and how to use them. |

| UNITS & LESSONS Continued | OBJECTIVES Continued |
|---|---|
| IV. SIGNS AND SYMBOLS | |
| 1. Signs and Symbols | To learn special signs and symbols used in typewriting |
| V. CENTERING | |
| 1. Horizontal Centering | To learn how to center in typewriting. |
| 2. Vertical Centering | To learn how to center in typewriting. |
| VI. ENVELOPES | |
| 1. Addressing Envelopes | To learn how to address envelopes and to place special notations on envelopes. |
| 2. Special notations on envelopes | |
| VII. POSTAL CARDS AND MEMORANDUMS | |
| 1. Typing Memorandums | To learn how to type memorandums. |
| VIII. WORD DIVISION | |
| 1. Dividing Words Correctly | To learn how to divide words correctly. |
| IX. PERSONAL BUSINESS LETTERS | |
| 1. Typing personal business letters | To learn how to type personal business letters. |
| X. TABULATIONS | To learn how to set up your typewriter for a tabulating problem. |
| XI. ROUGH-DRAFT SYMBOLS | To learn various rough-draft symbols and to know what they mean. |
| XII. NUMBER GUIDES | To learn the correct use of numbers. |
| XIII. OUTLINES | To learn how to type a short outline so that the margins, centering, and spacing are correct. |
| XIV. MANUSCRIPTS | To learn how to type manuscripts. |
| XV. BUSINESS LETTERS | To learn how to type business letters |
| XVI. ABBREVIATIONS | To learn the meanings and uses of Abbreviations. |

## BIBLIOGRAPHY AND INSTRUCTIONAL MATERIALS

The publication, Typing I contains information concerning references, films, and instructional materials. The course in the Typing Cluster has abundant specimen materials to enrich the training of students in this field.

The Publication, A Guide to the Use of Transparencies for the Business Education Teacher, (Business Skills Areas), written by Gaetano E. Dittamo and Alvin Weitz for the Vocational-Technical Curriculum Laboratory located at Rutgers University is full of helpful resource information for instructional materials in the Office Education area. This publications has been purchased by the Program Developers and will be available for the program. Some selected materials are listed in this report to illustrate the types and quality of these materials:

Dittamo and Weitz state on page 22 of the document that,

> A teacher-made projectual is particularly useful because it is timely--it fits his class at the time it is appropriate. He can prepare it at any time, anywhere, and at a moment's notice. It can be done right in the classroom (freehand) if necessary.

The principle presented above indicates that the instructor in the course of Office Occupations will be able to make the program highly relevant. The publication indicated in this section provides the specific directions and guidelines to do this. Furthermore, the attitudes and skills necessary to accomplish this are clearly cited and emphasized.

### References:

SOURCE DIRECTORY - Prepared Transparencies. Graflex, Inc. Rochester, New York, 14603. 1967.

References Continued

Mumford, Ernestine. TEACHING TYPING I. Vocational-Technical Curriculum Laboratory. Rutgers- The State University, New Brunswick, New Jersey. 1967.

"Business Education World" Gregg Division, McGraw-Hill Book Company, 390 West 42nd Street, New York, New York, 10036.

TYPEWRITER KEYBOARD (3 statics, 1 overlay) Tecnifax Corporation. Prepared Color Transparencies, Cat. No. 01335.

GREGG TYPING TRANSPARENCIES - Gregg Division, McGraw-Hill Company. Vol. 1, Cat. No. 54149 the Keyboard, Vol. 23 Tabulation, Cat. No. 89303.

## CONSULTANTS' RECOMMENDATIONS

The Program Developers' recommend that in the Office Occupations Training in the Perth Amboy Skills Training Program that special attitudinal considerations be operative for the students who will be more mature yet frequently less confident in their abilities.

The success-orientation should be the main philosophy. Initially the training should concentrate on the skills development component. In this phase the students should be able to attain self-esteem and confidence. The academic and theory part should be incorporated cautiously and yet systematically. The critical emphasis will be with language development. This should require the ongoing attention of the Adult Education Program Director and the Program Coordinators as well as the instructors and guidance counselors.

Performance Criteria. The Adult Education Director must develop, initiate, and implement performance criteria so that the products from the Skills Training will be sought after by potential employers. Therefore, high standards should be required of those graduates or products from the program that will receive "institutional endorsement." This is important for the long-range success of the program. Through a system of evaluation of the short and long range development and competency of the students, it will be important that the first classes of students, understand the positive as well as negative implications for employability. The common complaint of crash or intensive programs of the Skill Training types is that they do not readily succeed in the "work market place." The graduates of the Skills Training Center will get a chance at entry level jobs.

They must learn early that success will require continued and more advanced training. Yet while the responsibility is located in this recommendation on the Center and the Students, the Director will also have a critical function in helping to develop understanding among the potential employers. However, efficiency and effectiveness and productivity are the chief criteria that the employers will demand. Sending graduates who will not perform in this way will be counterproductive to the whole concept of what the Skills Training is attempting to remedy.

### CURRICULUM: TRADE AND INDUSTRIAL OCCUPATIONS
### BASIC AUTOMOTIVE REPAIR

The Program Developers learned through their research that considerable interest was manifested by potential out-of-school youth and adults for work related to automotive services, repair and mechanics. There are several factors that are of importance regarding the establishment of this course in the Perth Amboy Adult Education Skills Center. First, the cost factor regarding adequate facilities, equipment and instruction places this program in a high budget category. Second, the new

Perth Amboy high school will provide advanced facilities, equipment and instruction. Third, over the years the Middlesex County Vocational and Technical High School located in Perth Amboy has had an outstanding program in Auto Mechanics. In fact, the 1966 Edition of the Course of Study Outlines in Auto Mechanics was prepared by Erwin E. Bischoff and Harlan P. Brady, Auto Mechanics Teachers in the Middlesex County and Technical High Schools of New Brunswick and Perth Amboy respectively.

Why should another program be established in Perth Amboy in the Skills Center? The chief reason is that the potential students for the Skills Center do not have the prerequisite language or academic background for matriculation in the more specialized facilities. The decision regarding the establishment of the automotive services in the Skill Center will center on how important the local, state and federal authorities consider this program in the manpower planning scheme. The rationale for the possible establishment of the automotive repairs component in the Skills Training Center is well-stated in the job description for auto mechanics (D.O.T. 5-81.000 through 5-81.999) which is the introduction to the course outline.

> Auto Mechanics presently includes one of the largest occupational groups in the labor force today. Approximately 750,000 automobile mechanics are employed in the United States to repair and maintain more than eighty-million passenger cars, trucks and buses in operation on American roads.
>
> ..The future looks bright for those interested in auto mechanics; the work is becoming increasingly technical, requiring experienced and well-trained workers. The automobiles and trucks of the future will be more complex and be precision built. Only the most competent auto mechanic will be qualified to work on these vehicles.

The above information may be interpreted pessimistically or optimistically as regards the automotive component in the Skills Training Center. Pessimistically one might say, the worth effort, expense and investment because the students will not have the technical competency necessary for this work during the 1970's and 1980's. Optimistically, one might view this program in the Skills Training as an opportunity for a second chance", or as an opportunity for "upgrading" or "learning a new trade". Ironically, generally our society has chosen not to deal with our drop-out dilemma in a preventative manner. The expenses of the welfare system, of drug addiction, of crime, and of prisons are staggering. These dysfunctions in our society are starkly negative and tragic evidence that something is wrong.

As Program Developers for the Skill Center, we are mindful that various programs have been tried which are not unlike what is presented in this report. Nevertheless, it is clear that something must be done for the young drop-out and something must be done to elevate the job-ability of many unskilled and semi-skilled adults. The Program Developers' first recommendation would be that existing programs should open or provide opportunities for those interested and in need. However, the following course program is offered in the event the financial resources, equipment, facilities, materials, and instructors are provided by some federal or state agency.

## Curriculum for Auto Repair

The references for this particular section will be the Course of Study Outline 1966 Edition Volume IX published by the Curriculum Laboratory, Rutgers University and prepared by Bischoff and Brady, through the cooperation of the Auto Mechanics Advisory Committee of the Board of Education of the Vocational Schools in the County of Middlesex. The second major reference source was the publication, Basic Automotive Repair-I prepared by Salvatore Scarito and Sotirios Koultukis for the Vocational-

Technical Curriculum Laboratory at Rutgers University and published in January, 1965.

The Automotive Repairs course in the Skills Center would be a basic and introductory offering. Most of the units would be similar to those offered in Grade 10 or the first year of training.

| UNITS & LESSONS | OBJECTIVES |
|---|---|
| I. SAFETY | |
| 1. General Shop Rules and Procedures | To learn the necessity for rules and procedures in the suto shop. |
| 2. Hazards | To get a quick look at possible dangers in your work. |
| 3. Acid Burns | To learn to handle batteries and electrolite safely. |
| 4. Falls | To learn the importance of keeping the floor clear. |
| 5. Eye Injuries, Strains and Hernias | To learn to use safety goggles and to lift objects safely. |
| 6. Automotive Shop Safety Rules | To learn the rules of personal and tool safety, fire prevention safety rules and equipment safety |
| II. HAND TOOLS | To learn to become proficient in the basic uses of the tools of the trade. |
| III. CHASSIS SERVICE | Learn how to lubricate a vehicle<br>Learn how to operate a hydraulic lift<br>Learn how to maintain service equipment<br>Learn how to use the lubrication guide |
| IV. WHEEL AND TIRE SERVICE | Learn how to jack up a car<br>Learn how to remove and replace a wheel<br>Learn how to rotate tires<br>Learn how to repair tires and tubes<br>Learn how to use tire changing equipment<br>Learn how to balance a wheel |

| UNITS & LESSONS (Continued) | OBJECTIVES |
|---|---|
| V. BODY SERVICE | Learn how to wash a car<br>Learn how to polish a car |
| VI. BRAKES | Learn how to adjust brakes<br>Learn how to measure a drum<br>Learn how to service the hydraulic system<br>Learn how to service power brakes |
| VII. EXHAUST SYSTEM | Learn how to service the exhaust system |
| VIII. UNIVERSAL JOINT | Learn how to service the universal joints<br>Learn how to service the transmission<br>Learn how to service the clutch and flywheel |
| IX. ELECTRICAL SYSTEM | Learn how to remove and replace a generator<br>Learn how to service a storage battery<br>Learn how to charge a battery |
| X. FUEL SYSTEM | Learn how to service a fuel pump |
| XI. COOLING SYSTEM | Learn how to remove and replace a water pump<br>Learn how to service a radiator<br>Learn how to replace a thermostat. |

## BIBLIOGRAPHY AND INSTRUCTIONAL MATERIALS

### One-Year Course for Adults

Allen, William A. Know Your Car. American Technical Society, 1965.

Basic Repair Operations for Auto Mechanics. Automotive Parts Rebuilders Assn. 1965.

Bear Service Manuals. Bear Manufacturing Co., 1963.

Purvis, Glenn. All About Small Gas Engines. The Goodheart-Wilcox Company.

Venk, Ernest A. Automotive Fundamentals. American Technical Society, 1965.

### Suggested Teaching Aids

Airco General Products Catalog
Middlesex Welding Sales Company
North Brunswick, New Jersey

Electrical Terminals Catalog
Vaco Products Company
Chicago, Illinois

## CHARTS

Automobile Manufacturs Association, 320 New Center Building,
Detroit, Michigan "The World Makes an Automobile"

General Motors, Rochester Products Division, Rochester, New York
"Basic Tune-up Chart"
" Carburetor Chart"

## FILMS

Ford Motor Company, Ford Film Library, Dearborn Michigan
"An Equation for Progress"
"One Road"
"The American Road"

General Motors, General Motors Building Detroit, Michigan

"ABC of Automobile Engines"
"Easier Way"
"Selling America Today"
"We Drivers"
"Where Mileage Begins"

## PERIODICALS

Automotive Industries
Chestnut and 56th Streets
Philadelphia, Pennsylvania 19139

Motor Age
Chilton Company
Chestnut and 56th Streets
Philadelphia, Pennsylvania

## CURRICULUM: DISTRIBUTION AND MARKETING

The Program Developers learned through their research that the field of distribution and marketing provide abundant employment opportunities in Middlesex County. It was also learned that many out-of-school youth and underemployed adults expressed interest in working in the distributive and marketing occupations, recommended that this phase of the Skills Training Center could be established early in the Fall, 1972 term.

Several terms which will be used in this report will be defined for purposes of clarity and communication.

Distribution is defined as the performance of business activities that direct the flow of goods and services from producer to consumer or user.

*Marketing* is defined as the business of buying and selling, including those business activities involved in the flow of goods and services between producers and consumers.

*Merchandise* is defined as the commodities or goods that are bought and sold in business. To buy and sell in business.

*Retail trade* is defined as small quantity type direct sales customers as opposed to large quantity or wholesale to the retail outlets. In this context retail trade is that exchange which is conducted during the normal course of selling in retail stores.

## Objectives of the General Merchandise and Retail Trade Program

While there may eventually be two separate courses in the beginning it is recommended that students be initially trained for the various types of jobs that are available in large shopping centers, department stores, small retail outlets, and supermarkets. There are numerous jobs from the time that goods are ordered, received, stocked, marked, sold, packaged, cashiered, delivered, paid-for, reordered etc. The main thrust of the course will be salesmanship that is within the retail store. Within this occupational role it will be essential that the salesman know the merchandise. Finally, a small unit will be included which deals with assisting businesses in disadvantaged areas, as related to Project DE-SBA, i.e. Distributive Education and small Business Administration.

Specifically then the following *objectives* will guide the program:

1. To increase skill technical knowledge, occupational information understanding, morale, appreciation and judgment of workers in the field of distribution.

2. To provide the student with the opportunity to learn the basic principles of merchandising.

3. To train students according to their abilities to become occupationally established in the field of distribution.

4. To develop qualities in students which make for personal efficiency and success in working with other people.

5. To assist the students in this Skills Training Center program to develop into active and effective members of business and community life.

6. To prepare the students for initial employment in the field of distribution and to provide them with the knowledge to advance on the job.

| UNITS & LESSONS | OBJECTIVES |
|---|---|
| I. ORIENTATION | To learn how to apply for a job<br>To learn good,personal grooming<br>To prepare for job adjustment |
| II. HUMAN RELATION | To work effectively with co-workers<br>To develop good relations with supervisors<br>To develop good relations with customers<br>To cope with problem situations. |
| III. PERSONAL IMPROVEMENT | To develop the traits of dependability<br>To develop the traits of courtesy<br>To develop the traits of cooperativeness<br>To develop the traits of self-control<br>To develop the traits of loyalty<br>To develop a professional attitude |
| IV. VISUAL MERCHANDISING | |
| 1. Interior displays | To learn the value of displays as a selling tool<br>To learn how to select merchandise for display<br>To learn how to plan interior displays<br>To learn how to use show cards and prices signs to enhance selling |

| Units & Lessons (Continued) | Objectives (Continued) |
|---|---|
| 2. Window Displays | To learn different types<br>To learn the different elements in window displays<br>To learn how to select merchandise for window displays<br>To learn how to set-up a display<br>To learn how to evaluate displays |
| V. SELLING | To develop an understanding of the place and function of selling as an occupation in our economy |
| | To develop some knowledge of human relations conducive to effective selling |
| | To develop some knowledge of the personal characteristics desirable for successful selling. |
| | To create an awareness of the importance of the properties and performance of merchandise and where and how such knowledge may be obtained |
| | To develop an understanding of sales promotion and how it is used as an instrument of selling |
| | To give the sales trainee the knowledge and techniques for effectively presenting merchandise |
| | To gain an understanding of the basic reasons for sales resistance and techniques for overcoming objections. |
| | To gain a clear understanding of the essentials necessary to close a sale. |
| | To introduce the idea that arithmetic is essential to successful basic arithmetical skills required and to improve speed and accuracy in the use of arithmetic as they apply to the selling situations. |
| VI. MANAGEMENT | To understand such management aspects as a) Stock plans, b) Pricing Merchandise, c) Figuring Stock Turn and d)Figuring Markdowns and Discounts, e) Figuring profit and loss. |

| UNITS & LESSONS (Continued) | OBJECTIVES (Continued) |
|---|---|
| VII. SMALL BUSINESS ADMINISTRATION | To learn about the conditions that brought about the formation of the SBA<br>To learn what services are offered by the SBA<br>To learn about situations in which the SBA may be of assistance to small businessman.<br>To learn about situations in which the SBA may be of service to the person who wishes to enter business. |

## BIBLIOGRAPHY AND INSTRUCTIONAL MATERIALS

The publication *Instructional Materials for Distributive* prepared by Brian Stevenson, Robert D. Joy and Dr. Joseph F. Kelly, published July, 1972 is an excellent resource for bibliographic and instructional materials. This publication will be submitted with the report of the consultants. Several excerpts are included here to illustrate the quality of the materials:

### MICROFICHE TITLES AND NUMBERS

| | |
|---|---|
| ED 012400 | *Retail Organization*. A suggested Adult Distributive Education Course Outline, 1966. |
| Ed 012401 | *Human Relations in Retailing*. A suggested Adult Distributive Education Course outline, 1966. |
| Ed 012402 | *Essentials of Merchandising*. A suggested Adult Distributive Education Course Outline, 1966. |
| Ed 021535 | *Marketing Programs*. An Annotated Bibliography-1968. |

## BOOKS AND BOOKLETS

*Occupations in Retail Stores*. Scranton, Pa. International Textbook Company.

*Retail Store Positions*. Washington, D.C. National Federation of Business and Professional Women's Clubs, Inc.

*Sales Promotion as a Career Field*. Washington D.C. United Business School Association.

*Starting and Managing a Small Building Business*. Washington, D.C Small Business Administration.

*Starting and Managing a Small Business of Your Own*. Washington, D.C. Small Business Administration.

*Basic Rules of Selling*. Fairchild Visuals, Fairchild Publications.

*Can a Smaller Store Succeed?* Cahill, Jane

*Good Buymanship Principles*--Free, Brand Names Foundation

*How to Overcome Sales Objections*. General Electric Company.

*Opportunities in Selling*, U.S. Department of Commerce

*Retail Sales Worker*, Harper and Brothers

*Sales Occupation*, Superintendent of Documents

*Sales Training in Distribution*,U. S. Chamber of Commerce

*Salesman*, U. S. Department of H.E.W.

*Salesmanship*, Gross

*Selling--A Job That's Always Open*. Funk and Wagnalls Co.

*Should You be a Salesman?* Career Information Service

*Should You Go Into Retailing?* Career Information Service

# SUGGESTED EQUIPMENT LIST

Tables and chairs for 20 students

1 table and 1 chair for coordinator

1 lectern

1 room divider or screen

1 clock

2 wastebaskets

Pegboards, tackboards, and chalkboards for the various areas and/or rooms

Audio-visual equipment : overhead projector
8mm and 16mm projector
screen built in
flannel board
easel for flannel board
record player
tape recorder
dark window shades or drapes

2 shadow box display cases

2 conventional display cases

1 or more exterior showcases or display windows

Card and sign holders

Apparel forms--women's children's and men's

3 - 4 art desks and stools

2 folding tables

1 cabinet with sink and chemical resistant top

File cabinets for classroom and office

1 full-length mirror

1 dressing area divider

1 cash register with money

1 checkout counter

1 adding machine

1 credit card imprinter

1 storage cabinet

Measuring and weighing devices

1 fire extinguisher

1 addressing machine

1 marking machine

1 price marker

Shelving and counters as needed

Cutting equipment:
    paper cutter
    scissors
    straight edge

Sign painting machine

1 table or desk for secretary

3 bookcases for office and materials reference area

2 magazine-brochure display racks

1 metal storage cabinet

1 post card duplicator

1 telephone

1 typewriter, stand, and chair

1 copy machine

1 conference table with chairs.

## CURRICULUM: HOME ECONOMICS OCCUPATIONAL AND RELATED CLUSTER

The Program Developers recommend that the Home Economics Occupational course of the Skills Training Center be patterned after the program described in the Home Economics Cooperative Education Programs for Youth and Adults Bulletin.

The introductory statement in the bulletin mentioned above provides the rationale for the Home Economics Cooperative Education program:

> Before the advent of the Vocational Act of 1963, the

> major aim of home economics education was to prepare students for efficient and effective performance in the occupation of homemaking. Now it has added the new dimensions of training for occupations that utilize home economics knowledge and technical skills. The home economics educator thus faces a real challenge.

Cluster of Home Economics Occupations

The resource guide points out how various occupations are clustered according to diversified home economics occupations. For example clusters of occupations in the institutional and industrial plants, clubs, college dormitories, and welfare institutions include:

1. Housekeeping
2. Busboy (girls)
3. Hostess
4. Dish machine operator
5. Restaurant cashier
6. Room clerk
7. Waiter, waitress
8. Maitre d'hotel
9. Houseman
10. Baker

The food and nutrition services in restaurants, private homes, drive-ins, diners, hotels, motor hotels, resorts, nursing homes, hospitals, hospital employee cafeteria and dining rooms, school lunch rooms, child day-care centers, children's homes, industrial plants, colleges, vending services, caterers, delicatessens, retail grocery stores, department store restaurants, transportation food services include:

1. Waiter, waitress
2. Salad girl
3. Buffet waiter
4. Cook's helper
5. sandwich maker
6. Roast or meat cook
7. Grocery clerk
8. Errand boy
9. Stock boy
10. Counterman in retailing of meat.

The Clothing and textile services and production in factories, department stores, clothing stores, homes, cleaning and dyeing shops, theaters include:

1. Clothing maintenance specialist
2. Dressmaker
3. Sewing machine operator
4. Garment alteration ripper
5. Model
6. Wardrobe attendant
7. Yard goods salesperson
8. Alteration tailer
9. Hand weaver
10. Demonstrator of sewing equipment.

From these three clusters, the Perth Amboy Skills Training Program in the initial stages could contemplate offering courses related to several of the occupations in the hospitality services, the food services, and clothing services.

CURRICULUM: Waiter/Waitress

The guide, entitled Waiter and Waitress,was developed to serve as a reference in developing content for courses to be used in preparing persons for placement in the industry. The instructional material included in the outline provides for 120 hours of instruction covering four weeks of six hours per day for five days per week.

Personal Appearance of Trainees

Well-groomed; clean, suitable clothing (not high style.)

Good posture when standing, walking and sitting.

Hair - clean, neatly combed

Eyes--clear and not heavy from loss of sleep

Teeth- clean

Hands- clean, nails well manicured

Shoes- women's shoes with heels that are not run down, men's well polished.

Desirable Traits

Alert, quick (but not a manifestation of nervousness)

Pleasant

Affable

Open minded

Able to comprehend and follow directions

Interest and pride in the work.

Like people, be willing to serve them and take pride in pleasing them.

Able to get along with others

| UNITS & LESSONS | | OBJECTIVES |
|---|---|---|
| I. | ORIENTATION | To familiarize trainees with the food servicing industry |
| | | To familiarize trainees with the union and its role. |
| | | To familiarize students with management and its role. |
| II. | MECHANICS OF SERVICE | To inform trainees of duties and procedure of setting and cleaning tables. |
| III. | TABLE CLEARING SERVICE | To teach the most efficient method of clearing a table. |
| IV. | MENU AND ORDERING SERVICE | To introduce trainees to techniques in public relations. |
| | | To familiarize trainees with the format and content of menus. |
| | | To emphasize importance of taking complete and accurate orders. |
| V. | PREPARATION AND PRESENTATION OF GUEST CHECK | To emphasize the importance of check to guest and management. |
| VI. | BASIC ENGLISH | To help trainees speak properly and write clearly and legibly |

| UNITS & LESSONS (Continued) | OBJECTIVES (Continued) |
|---|---|
| VII. BUSINESS ARITHMETIC | To review the fundamentals of arithmetic for accuracy in billing customers; and verifications of individual work station sales. |
| VIII. SAFETY AND SANITATION | To familiarize trainees with personal and general appearance, health, sanitation, and safety factors.. |
| IX. DUTIES AND WORKING RELATIONS | To familiarize trainees with their specific and supplementary duties and their relationship with fellow workers. |

## BIBLIOGRAPHY

Cornell University. The Essentials of Good Table Service. Chicago, National Restaurant Association, 1960.

Lefler and Calanese. Correct Cashier for Hotel and Restaurants. National Restaurant Association, 1960.

## VISUAL AIDS

Body Care and Grooming .MP 16 MM. 17 MINUTES. Visual Instruction Department, Iowa State College, Ames, Iowa 50010, Rental $2.50

Introducing Alice:A Good Waitress. MP 16 mm. color, sound 13 minutes. Cornell University, College pf Home Economics, Dept. of Institution Management, Ithaca, New York 14850. Rental $7.00.

Smoothing the Flow of Restaurant Hospitality. 33 mm. filmstrip, sound, b & w, 15 minutes. Liberty Mutual Insurance Company, 175 Berkeley, Boston, Mass, Rental free.

## CURRICULUM: POWER SEWING

The job description for Needle trades cites that the apparel industry, is an important field of employment for people with a wide range of skills and interests, and is the nation's largest employer of women in manufacturing.

In the manufacturing of apparel three out of four clothing workers do some kind of sewing job. They are known by the type of work they perform and the type of machine they use. Most sewing jobs require the ability to do routine work rapidly. The course in power sewing would include the following:

| UNITS & LESSONS | OBJECTIVES |
|---|---|
| I. ORIENTATION | To learn about garment manufacturing production and existing working conditions.<br>To learn the fundamentals of power machine operating. |
| II. HAND TOOLS AND SMALL EQUIPMENT | To learn how to use gauges<br>To learn how to use scissors & shears<br>To learn how to use tracing supplies<br>To learn how to use needles, pins, pin cushions and thimbles |
| III. KNOWLEDGE AND CONTROL OF SINGER LOCKSTITCH MACHINE | To recognize the parts of the machine<br>To control power of the machine<br>To thread the machine<br>To care for and oil the machine |
| IV.SEAMS | To learn how to sew plain seams<br>To learn how to make top stitch seams and French seams.<br>To learn how to miter corners<br>To learn how to sew scallops |
| V. PLACKETS | To learn how to make plackets |
| VI. FACING AND INTERFACING | To learn how to face and interface. |
| VII. BELTS AND TIES | To learn how to make belts and ties |
| VIII. POCKETS | To learn how to make pockets |

| UNITS & LESSONS(CONTINUED) | OBJECTIVES (CONTINUED) |
|---|---|
| IX. HEMS | To learn how to machine stitch hems without attachments |
| X. FINISHES AND TRIMMING | To learn how to apply trimmings<br>To learn how to do quilting |
| XI. DARTS | To learn how to use darts |
| XII. TUCKINGS | To learn how to use the tucker |
| XIII. PLEATING | To learn how to make pleats |
| XIV. SHIRRINGS | To learn how to make simple shirring |
| XV. BIAS | To learn how to use bias. |
| XVI. COLLARS | To learn how to make collars |
| XVII. SLEEVES AND SLEEVE FINISHES | To learn how to set in sleeves<br>To learn how to finish sleeves |
| XVIII. BUTTONHOLES | To learn how to make buttonholes |
| XIX. GARMENT CONSTRUCTION | To learn how to join skirt to bodice |
| XX. LININGS | To learn how to line skirts |
| XXI. HAND FINISHING | To learn how to sew with a needle and thread |
| XXII. PRESSING | To learn how to use pressing equipment |
| XXIII. FASHION DESIGN FUNDAMENTALS | To learn how to select fabrics |
| XXIV. EXAMINING GARMENTS | To learn how to examine garments |

## SUGGESTED EQUIPMENT AND FACILITIES

The Middlesex County Vocational and Technical High School facilities provide an excellent guide regarding necessary space and equipment for a Needle Trades program. One shop measures 50' x 23'4". The shop contains:

13 Singer Power Sewing Machines 95-100

10 Singer Power Sewing Machines 400 W-1

1 Singer Double Needle Machine

1 Singer Multi Needle Machine

1 Singer Zig Zag Machine

1 Singer Buttonhole Machine

5 Cutting tables

2 Portable table Ironing Boards

2 Clothes racks

3 Dress Forms, ½ scale

5 Adult Dress Forms,

1 Child's Dress Form

1 Full Length Mirror

2 Cabinets for Storage of Student Projects

1 Platform for Fitting

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Books

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Bishop, Edna B. and Marjorie S. Arch. Fashion Sewing by the Bishop Method.

Pickens, Mary B. Singer Sewing Book. Grossett and Dunlap, Inc., 1956.

Filmstrips

Training Film, Inc. 150 West 54th Street, N.Y., N.Y. 10019

"Tailoring Techniques"
"Tailoring a Jacket"
"Tailoring a Coat"
"Basic Learnings"
"How to Make a Simple Skirt and Blouse"
"Cutting to Fit and Fitting"
"How to Make a Dress with a Quality Look"

PATTERN BOOKS

Butterick

The Butterick Company, Inc.
161 Avenue of the Americas
New York, New York 10013

McCall's Pattern Book

McCall Corporation
230 Park Avenue
New York, New York 10013

Simplicity

Simplicity Pattern Co., Inc.
200 Madison Avenue
New York, New York 10017

Vogue Pattern Book

Vogue Pattern Service
161 Avenue of the Americas
New York, New York 10013

## CURRICULUM: CONSUMER EDUCATION

The aim of the Consumer Education course in the Adult Education Center is to teach the students some of the fundamental principles in the buying and consumption of consumer goods so that they will get more value for their money. One of the problems of less economically situated citizens is that they frequently pay more for inferior products and get caught in exorbitant credit deals. The course program should be geared to the expressed needs and interests of the students so that it should remain flexible. As a reference point several consumer education units are suggested:

| UNITS & LESSONS | OBJECTIVES |
|---|---|
| I. SIMPLE TRUTHS OF ECONOMICS | To learn about the nature of peoples wants and needs |

| UNITS & LESSONS (Continued) | OBJECTIVES (continued) |
|---|---|
| | To learn some simple principles of economics |
| | To introduce some desirable economic goals |
| | To understand the meaning of supply and demand. |
| II. PROBLEMS OF EVERYDAY PURCHASES | To learn about "specials in supermarkets" |
| | To learn how best to shop for groceries. |
| | To learn how best to shop for clothi |
| III. PREPARING FOR LARGE PURCHASES | To learn how to prepare for the purchase of cars and homes. |
| | To learn how to prepare for the purchase of furniture. |
| IV. MONEY & CREDITS | To learn about the functions of money and credit. |
| | To learn about the influence of credit in the money supply |
| | To learn about charge accounts. |
| | To learn about the effect of credit on purchasing power. |
| V, PURCHASING INSURANCE | To learn the value and price of various insurance. |
| VI. INVESTING | To learn about the various forms of investing. |
| VII. FINANCE COMPANIES | To learn about the problems involved in borrowing money from high interest charging companies. |
| VIII. BANKS | To learn about the value of the multi-services of banks |
| | To compare interest charges at a bank with those of a credit card company. |
| IX. SAVINGS ACCOUNTS & CHECKING ACCOUNTS | To learn about the methods of becoming economically solvent. |

| UNITS & LESSONS (Continued) | OBJECTIVES(Continued) |
|---|---|
| | To learn about the use of checks in everyday business dealings. |
| X. PAYMENT OF BILLS AND ACCOUNTS | To learn about the importance of developing a system for the payment of bills and on accounts. |
| XI. BUDGET | To learn about setting up a family and personal budget. |
| XII. INSTALLMENT BUYING | To learn about the cost of materials through installment buying. |

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Wilhelms, Fret. T., Heimerl, Ramon P., Jelley, Herbert M., *Consumer Economics,* Third Edition, New York: Gregg

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# APPENDIX D

# ILLUSTRATIVE SPANISH TRANSLATIONS OF CURRICULAR OUTLINES

## El Plan de Esdudio para la Reparación de Automoviles

La fuente de referencia para este sección sera El Bosquejo del Curso de Estadio Edición del año 1966 tomo IX publicado por el Laboratorio del Plan de Estudio, Universiadad de Rutgers y preparado por Bischoff y Brady, con la coperación del Comité Cosejero de Mecanica Automotiva de la Junta Educativa de las Escuelas Vocacionales del Condado de Middlesex. La segunda fuente de referencia fue la publicación Reparacíones Basicas del Automovíl preparada por Salvatore Scarito y Sotirios Koultukis para el Laboratorio de Plan de Estudio Vocaional y Tecnico en la Universidad de Rutgers y publicado en enero de 1965.

El curso de Reparacíones del Automovíl en el Centro de Oficios seria un curso basico de instruducción. La mayoría de las unidades de estudio serian similares a los ques se ofrecen e el decimo grado o el primer año de entrenamiento.

| Unidades de Estudio y Lecciones | Objetivos |
|---|---|
| I. Seguridad | |
| 1. Las reglas y los procedimientos generales en el taller | Aprender la necesidad de reglas y procedimientos e un taller de automoviles. |
| 2. Peligros | Obtener un vistazo de los peligros que exsiten en un taller de automoviles. |
| 3. Quemaduras de ácido | Aprender a manipular la batería y electrolises co seguridad. |
| 4. Caídas | Aprender la importancía de tener el suelo limpio y despejado. |
| 5. Heridas del ojo, contusiones y hernias | Aprender el uso de gafas de seguridad y aprender a levantar objectos sin peligro. |

| | |
|---|---|
| 6. Las reglas de seguridad en un taller de automoviles | Aprender las reglas de seguridad personales y de las herramientas, medios de precaucíon contralos incendios y para el uso de equipo. |
| II. Las herramientas de mano | Aprender a usar habilmente las herramientas del oficio. |
| III. El mantenimiento del chasis | Aprender a lubricar un vehículo.<br>Aprender a usar en elevador hidráulico.<br>Aprender a mantener el equipo.<br>Aprender a usar el guía de lubricacíon. |
| IV. El mantenimiento de las ruedas y los neumaticos | Aprender a alzar el automovíl con el gato.<br>Aprender a quitar y poner una rueda.<br>Aprender alternar las ruedas<br>Aprender a repara los neumáticos y las cámaras.<br>Aprender el uso de herramientas para el cambio de un nuemático.<br>Aprender a balancear una rueda. |
| V. El mantenimiento de la carrocería | Aprender a lavar el automovíl<br>Aprender a dar cera de lustrar.<br>Aprender a ajustar los frenos.<br>Aprender a medir el tambór<br>Aprender la reparacíon y mantenimiento de los servofrenos. |
| VI. El sistema de escape | Aprender la reparacíon del sistema de escape. |
| VII. La junta cardan y la junta universal flexible | Aprender la reparacíon y mantenimiento de la junta cardan y la junta universal flexible.<br>Aprender la reparacíon y mantenimiento de la caja de cambio.<br>Aprender la reparacíon y mantenimiento del embrague y el volante del ciguenial. |

| | |
|---|---|
| VIII. El sistema de eléctrico | Aprender a quitar y poner el generador.<br>Aprender a repara una batería de acumuladores.<br>Aprender a cargar una batería. |
| IX, El sistema de alimentación | Aprender a repara la bomba de gasolina. |
| X. El sistema de refrigeración | Aprender a quitar y poner la bomba agua.<br>Aprender a repara y mantener el radiador.<br>Aprender a poner un termóstato. |

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North Brunswick, New Jersey

Electrical Terminals Catalog
Vaco Products Company
Chicago, Illinois

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"Basic Tune-up Chart"
"Carbureator Chart"

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"An Equation for Progress"
"One Road"
"The American Road"

General Motors, General Motors Building Detroit, Michigan.

"ABC of Automobile Engines"
"Easier Way"
"Selling American Today"
"We Drivers"
"Where Mileage Begins"

Revistas Periódicas

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Chestnut and 56th Streets
Philadelphia, Pennsylvania

Motor Age
Chilton Company
Chestnut and 56th Streets
Philadelphia, Pennsylvania

# APPENDIX E

# PROGRAM PROPOSALS

THE PERTH AMBOY BOARD OF EDUCATION
Perth Amboy, New Jersey

ADULT EDUCATION CENTER

PROPOSALS

Section 1: Title: OFFICE OCCUPATIONS

Section 2. OE Codes: 14:00 00 00

The Office Occupations Program in the Adult Education Center will initially provide training in several selected office occupations areas. The titles of the courses and the occupation codes which will be offered are as follows:

A. MACHINE OPERATIONS CLUSTER

| | |
|---|---|
| 14.03 01 | Duplicating Machine Operators |
| 16.04 | Office-Related Technology |

B. TYPING CLUSTER

| | |
|---|---|
| 14.09 | Typing and Related Occupations |
| 14.09 01 | Clerk-Typists |
| 14.09 02 | Typists |
| 14.09 99 | Typing and Related Occupations, Other |
| 14.99 | Office Occupations, Other |

C. CLERICAL CLUSTER

| | |
|---|---|
| 14.03. | Filing, Office Machines and General Clerical Occupations, Other |
| 14.04 06 | Receptionists and Information Clerks |
| 14.01 03 | Cashiers (Supermarket - types) |

Section 3: Starting and Ending Date: From Oct. 1, 1971 to June 30, 1973.

Section 4: Number of Weeks Course is to Run

The program will begin on October 1, 1972 and run continuously through June 30, 1973. There will be two main parts to the office occupations training. The first will be the Machine Operations and Clerical Clusters. The program will provide 20 slots during the daytime and 20 slots in the evening. The training for the Machine Operations and Clerical Clusters will be 10 weeks. The second part will be the typing cluster. The program will provide 15 slots during the daytime and an additional 15 slots in the evening. The training for the typing cluster will be 20 weeks. During the course of the term from 10/1/72 to 6/30/73 the projected training will be 160 persons in the Machine Operations and Clerical Clusters and 60 persons in the Typing Cluster occupations.

Section 5: New

The Office Occupations Training Program as a part of the Hispanic Education Program, which will involve a bilingual component is a new program in the Perth Amboy Adult Education Program.

Section 6: Previous Approval Number: None

Section 7: The Perth Amboy Adult Education Center, 178 Barracks Street, Perth Amboy, New Jersey, 08861

Section 8: Name of Teachers: INSTRUCTOR/COORDINATOR, Day Program: N.A. INSTRUCTOR/COORDINATOR, Evening Program: N.A.

Section 9: Certified or Qualified: N.A.

Section 10: Grade Level Enrollment for Listed Course

Machine Operations, Clerical and Typing Clusters:

Number 220 Disadvantaged because of academic handicaps. Also will provide training for persons whose needs for such programs or services result from poverty and language needs. The enrollment will include post-secondary persons primarily designed for youths and adults who have left high school and perhaps some who have completed high school or post-secondary studies in a foreign country and who are available for an organized program of study in preparation for entering the labor market in an occupational title which is higher on the career ladder than any previous employment. The enrolment of persons in vocational programs on a part-time basis who are legally employed and need training or retraining or upgrading to achieve stability or advancement in employment.

Section 11: Two teachers' Total Salaries $27,000

Section 12: Number of Minutes Spent per Week
1500/Minutes x 2 teachers=3000

Section 13: Request for Federal and/or State Vocational Funds

A. Two Teachers' Prorated Salaries: $20,250

Ratio between the total weekly teaching and/or coordination load and the minutes per week to be spent on the listed courses.

A.1 Machine Operations and Clerical Clusters
1500/1500 = 100% (Daytime)

A.2 Typing Cluster
1500/1500 = 100% (Daytime)

A.3 Machine Ooperations & Clerical Clusters
750/1500 = 50% (Evening)

A.4 Typing Cluster
750/1500 = 50% (Evening)

| | | |
|---|---|---|
| B. | Teacher, Travel; Student Travel Costs | $500 |
| B.1 | Educational Objectives | N.A. |
| B.2 | Destination | N.A. |
| B.3 | Cost of each trip | N.A. |
| C. | Supplies Cost | |
| C.1 | Consumables | $1,000 |
| C.2 | Instructional Materials | $4.000 |
| D. | Tool and Equipment Purchase Costs | $20,000 |
| E | Equipment and Rental Costs | $5.000 |
| F. | Other Costs | |
| 1. | Job counselor - Bilingual = | $7,000 |
| 2. | Two teacher aides (one during daytime; one in the evening) Bilingual competency required | $10.000 |
| 3. | Head counselor - Bilingual (¼ time) | $4.000 |
| 4. | Research and Evaluation Team (¼ of total cost) = | $3.000 |

Section 14: Total Request for Funds (A-F) $74,750

Section 15: Local Contributions N.A.

THE PERTH AMBOY BORRD OF EDUCATION
Perth Amboy, New Jersey

ADULT EDUCATION CENTER

PROPOSAL

Section 1: Title: TRADE AND INDUSTRIAL OCCUPATIONS

Section 2: OE Codes: 17:00 00 00

The TRADE AND INDUSTRIAL OCCUPATIONS in the Adult Basic Skills Center will initially provide training in several T & I occupations. The titles of the courses and the occupation codes offered will be:

A. MECHANICS AND MAINTENANCE CLUSTER
  17.03 Automotive Services
  17.03 02 Mechanics
  17.31 Small Engine Repair, Internal Combustion

B. REPAIR CLUSTER
  17.02 Appliance Repair

C. SERVICE OCCUPATIONS CLUSTER
  17.17 Foremanship, Supervision and Management Development

Section 3: Starting and Ending Date: Oct. 2, 1972 to June 30, 1973.

Section 4: Number of Weeks Course is to Run

A. MECHANICS AND MAINTENANCE CLUSTER: This program will be organized into a basic training component running for 10 weeks and an intermediate training component running for 10 weeks. There will be 10 slots for both components.

B. REPAIR CLUSTER: This program will run for 10 weeks.

There will be 15 slots in the repair cluster program.

C. FOREMANSHIP: This program will run for 15 weeks for the basic component and 15 weeks for the intermediate level component. There will be 10 slots for each cmmponent.

Section 5: New

The T & I Occupations as a part of the Skills Training Center will include a Hispanic Education Component which will be a new program in the Perth Amboy Adult Education Center since it will provide bilingual instruction.

Section 6: Previous Approval Number: None

Section 7: The Perth Amboy Adult Education Center,
Adult Skills Training Center, 178 Barracks Street.
Perth Amboy, New Jersey 08861

Section 8: Name of Teacher: INSTRUCTOR/COORDINATOR, Day Program, N.A. INSTRUCTOR/COORDINATOR, Evening, Program, N.A.

Section 9: Certified or Qualified: N.A.

Section 10: Grade LEVEL Enrollment for Listed Course

A. 17.03 MECHANICS AND MAINTENANCE CLUSTER. Number 75 to be enrolled during the 1972-1973 year as follows:

1. Basic Group I, from Oct. 2 to Dec. 15: 15 students
2. Basic Group II, from Jan.8 to March 15, 1973::15 students
3. Basic Group III,from April 2 to June 15,1973: 15 students
4. Intermediate I, from Jan. 8 to March 15, 1973:15 students
5. Intermediate II,from April 2 to June 15, 1973:15 students

B. 17.31 REPAIR CLUSTER. Number 60 to be enrolled during the 1972-1973 year as follows:

1. Group I, from Jan.8,1973 to March 15 15 students
2. Group II, from April 2 to June 15, 1973 15 students.

C. 17.17 FOREMANSHIP: The number to be enrolled during the 1972-1973 year will be 20.

1. Group I, from Jan 8, 1973 to March 15: 10 Students
2. Group II, from April 2, to June 15: 10 Students

The classification of these enrollees will be disadvantaged, post-secondary persons, underemployed or unemployed, or out-of-school youth.

Section 11:

A. INSTRUCTOR/COORDINATOR $3,625 (¼ time)

B. INSTRUCTOR/ CHAIRMAN $8,000 (Full-time)

1. Mechanics Instructor $3,000 (part-time)
2. Small engine repair Instructor $3,000 (part-time)
3. Foremanship Instructor $1000 (part-time)

Section 12: Number of Minutes Spent per week:

17.03 Mechanics program: 540

17.31 Repair program: 540

17.17 Foremanship program 240

Section 13: Request for Federal and/or State Vocational Funds

a. Teacher Pro-rated Salary for Listed Courses

Ratio between the total weekly teaching and/or coordinating load and the minutes per week to be spent on the listed course:

17.03 Mechanics: 3/8 time amount $3,000.

17.31 Repair: 3/8 time amount $3,000.

17.17 Foremanship: 1/8 time amount $1,000.

b. Teacher and Student Travel Costs: $500.

c. Supplies Cost

c.1 Consumables $1,000.

c.2 Instructional materials $1,250.

d. Tool and Equipment Purchase Costs $45,000.

e. Equipment and Rental Costs $ 5.000.

f. Other costs

f.1 Job Counselor-bilingual= 1/3 time $2,500
f.2 Two teacher aides (one in the day
and one in the evening) @ $5,000 $10,000
f.3 Head Counselor-bilingual=1/4 time $4.000
f.4 Research & Evaluation=1/4 total $3,000

Section 14: Total Request for Funds (a through f) $90,875

Section 15: Local Contributions N.A.

THE PERTH AMBOY BOARD OF EDUCATION
Perth Amboy, New Jersey

ADULT EDUCATION CENTER

PROPOSAL

Section 1: Title: DISTRIBUTION AND MARKETING

Section 2: OE Codes: 04.00 00 00

The DISTRIBUTION AND MARKETING OCCUPATIONS in the Skills Training Center will initially provide training in several D & M Occupations. The titles of the courses and the occupation codes will be:

4.08 General Merchandise

4.20 Retail Trade, Other

Section 3:Starting & Ending Date: Jan.8, 1973-June 30, 1973.

Section 4: Number of Weeks Course is to Run

4.08 This course will run for 20 weeks

4.20 This course will run for 20 weeks

Section 5: New

The D & M programs as a part of the Skills Training Center will include a Hispanic Education component which will be a new program in the Perth Amboy Adult Education program since it will provide bilingual instruction.

Section 6: Previous Approval Number: None

Section 7: The Perth Amboy Adult Education Center, 178
Barracks Street, Perth Amboy, 08861

Section 8: Name of Teacher: INSTRUCTOR/COORDINATOR, Day

Program, N.A. INSTRUCTOR/COORDINATOR, Evening Program, N.A.

Section 9: Certified or Qualified: N.A.

Section 10: Grade Level Enrollment for Listed Course

A. 4.08 General Merchandise. There will be 15 enrolled from January 8, 1973 to June 30, 1973. (Daytime)

B. 4.20 Retail Trade, Other. There will be 15 enrolled from January 8, 1973 to June 30, 1973. (Daytime)

The classification of these enrollees will be DISADVANTAGED, post-secondary persons, and underemployed or unemployed out of school youth and adults.

Section 11: INSTRUCTOR/COORDINATOR Total Salary: 1/4 time $3,625. Chairman/Instructor Total Salary $8,000.

Section 12: Number of Minutes Spent Per Week

A. 4.08 General Merchandise 540

B. 4.20 Retail Trade, Other 540

Section 13: Request for Federal and/or State Vocational Funds.

a. Teacher Pro-rated Salary for Listed Courses

Ratio between the total weekly teaching/coordinating load and the minutes per week to be spent on the listed courses:

General Merchandise and Retail Trade Program:

1500/540 = about 1/4 time (Nightime)

b. Teacher and Student Travel Costs: $300

c. Supplies Cost

c.1 Consumables: $1,000

c.2 Instructional materials: $2,000

d. Tools and Equipment Purchase Costs: $5,000

e. Equipment and Rental Costs: $3.000

f. Other costs:

f.1 Job Counselor -Bilingual=1/3 time: $2,500

f.2 One teacher aide (one in the evening: $1,666. (Equivalent to 1/3 time)

f.3 Head counselor Bilingual (1/4 time)= $4.000.

f.4 Research and Evaluation team (1/6 of total cost) = $2,000.

Section 14 Total Request for Funds (a through f) =$24,791.

Section 15 Local Contributions N.A.

THE PERTH AMBOY BOARD OF EDUCATION
Perth Amboy, New Jersey

ADULT EDUCATION CENTER

PROPOSAL

Section 1: Title: HOME ECONOMICS OCCUPATIONAL AND RELATED CLUSTER

Section 2: OE Codes 09 00 00 00

The HOME ECONOMICS OCCUPATIONAL AND RELATED CLUSTER in the Adult Basic Skills Center will initially provide training in several selected areas. These are:

09.01 Homemaking
09.01 04 Consumer Education
09.01 03 Clothing - Power Sewing
17.29 04 Waiter/Waitress

Section 3: Starting & Ending Dates: Oct. 2, 1972 to June 30, 1973

Section 4: Number of Weeks Course is to Run

09.01 Homemaking - 15 weeks, for 12 persons and 2 groups during the year)
09.01 04 Consumer Education - 12 weeks, for 20 persons (3 groups during the year)
09.01 03 Power Sewing - 20 weeks - 10 persons 1 group during the year. (Spring term)
17.29 04 Waitress/Waiter - 15 weeks, for 10 persons (2 groups during the year).

Section 5: New

The Home Economics Occupational and Related Cluster program is part of the Skills Training Center and will include a Hispanic Education Component which will be a new program in Perth Amboy since it will provide bilingual instruction.

Section 7: The Perth Amboy Adult Education Center, 178 Barracks Street, PERTH AMBOY, NEW JERSEY

Section 8: Name of Teacher : INSTRUCTOR/COORDINATOR, Day Program, N.A. , INSTRUCTOR/COORDINATOR, Evening Program, N.A.

Section 9: Certified or Qualified: N.A.

Section 10: Grade Level Enrollment for Listed Course

Total enrollment to be served by projected program: 104

| | |
|---|---|
| 09.01 | Homemaking: Group I, with 12 persons from Oct. 2, 1972 to January 15, 1973<br>Group II, with 12 persons from Feb. 5, 1973 to May 18, 1973. |
| 09.01 04 | Consumer Education: Group I, with 20 persons, beginning Oct. 2, 1972 for twelve weeks.<br>Group II, with 20 persons, beginning on January 10, 1973 for twelve weeks. |
| 09.01 03 | Power Sewing: Group I for 10 persons beginning on January 10, 1973 for 20 weeks. |
| 17.29 | Waiter/Waitress - Group I, with 10 persons beginning on October 2, for 15 weeks.<br>Group II, with 10 persons, beginning on January 8, 1973. |

The classification of these enrollees will be DISADVANTAGED, post-secondary persons, and underemployed or unemployed out of school youth and adults.

Section 11 Teachers' Total Salary:

1. INSTRUCTOR/COORDINATOR, (1/4 time)= $3,625
2. INSTRUCTOR/CHAIRMAN, (Full-time) = $8.000
3. INSTRUCTOR (Full-time) = $6,500.

Section 12 Number of Minutes Spent Per Week

09.01 Homemaking: 540

09.01 04 Consumer Education: 540

09.01 03 Power Sewing: 540

17.29 Waiter/Waitress: 540

Section 13 Request for Federal and/or State Vocational Funds

a. Teacher Pro-Rated salary for Listed Courses

Ratio between the total weekly teaching and/or coordinating load and the minutes per week to be spent on the listed course

09.01 Homemaking: time 1500/1500= 100% for $6500

09.01 04 Consumer Education: time 750/1500=50% for $4,000.

09.01 03 Power Sewing: time 750/1500=50% for $4.000.

17.29 Waiter/Waitress: time 540/540=100% for $2000.

b. Teacher and Student Travel Costs: $600.

c. Supplies Cost

c.1 Consumables: $4,000.

c.2 Instructional materials: $6,000

d. Tool and Equipment Purchase Costs: $20,000.

e. Equipment and Rental Costs: $3,000.

f. Other Costs
f.1 Job Counselor-bilingual (1/3=$2,500)
f.2 Three teacher aides (each 1/3= $5.000)
f.3 Head counselor, bilingual (1/4=$2,500)
f.4 Research & Evaluation Team (1/6=$2,000)

Section 14: Total Request for Funds (a through f) $ 64,725.
Section 15: Other (Local Contributions) N.A.

# APPENDIX F

# AD HOC ADVISORY BOARD MEETINGS

# PERTH AMBOY BOARD OF EDUCATION PROGRAM

## Adult Education Center

## MEETING OF AD HOC COMMITTEE FOR THE PLANNING OF THE ADULT SKILLS CENTER

June 9, 1972

## PARTICIPANTS

1. Max Arroyo, 650 Clark Avenue, Perth Amboy
2. Anthony N. Baratta, Fordham University, New York City
3. Frank Catalina, 270 Hobart Street, Perth Amboy
4. Rev. Chevy, Our Lady of Fatima Church, Perth Amboy
5. Sylvia Concepción , 190 State Street, Perth Amboy
6. Raymond S. Fagan, 270 Hobart Street, Perth Amboy
7. Arcadia Garcia, 338 Smith Street, Perth Amboy
8. Aida Greenspun, 281 Hall Avenue, Perth Amboy
9. Joaquin Gutierrez, 287 State Street, Perth Amboy
10. Beulah Henderson, 909 Sofield Avenue, Perth Amboy
11. Richard Morrison, 2157 N. Humboldt Blvd. Chicago, Ill.
12. Ralph Ortiz, 173 Hall Avenue, Perth Amboy
13. M. Edward Rodriguez, 436 Amboy Avenue, Perth Amboy
14. Marsha J. Swartz, 270 Hobart Street, Perth Amboy
15. John M. Skalski, Fordham University, New York City
16. Candida Vargas, 887 Drahos Avenue, Perth Amboy
17. Henry Wyszynski, 83 Market Street, Perth Amboy
18. Malcolm Sellers, Director of Adult Education Center

## PARTICIPANTS-SUB-COMMITTEE

June 15, 1972

1. Max Arroyo, 650 Clark Avenue, Perth Amboy
2. Anthony N. Baratta, Fordham University
3. Frank Catalina, 270 Hobart Street, Perth Amboy
4. Rev. Chevy, C.M.F., Our Lady of Fatima Church, Perth Amboy
5. Arcadia Garcia, 338 Smith Street, Perth Amboy
6. Aida Greenspun, 281 Hall Avenue, Perth Amboy
7. Joaquin Gutierrez, 287 State Street, Perth Amboy
8. Beulah Henderson, 198 Hall Avenue, Perth Amboy
9. Malcolm Sellers, Director of Adult Education Center
10. John M. Skalski, Fordham University
11. Marsha Swartz, P.O. Box 1397 Edison, New Jersey
12. Henry Wyszynski, 89 Market Street, Perth Amboy

# THE PERTH AMBOY BOARD OF EDUCATION

## Adult Education Center

## MEETING OF AD HOC COMMITTEE FOR THE PLANNING OF THE ADULT SKILLS CENTER

June 9, 1972

## Agenda

I. INTRODUCTION OF PARTICIPANTS
II. INTRODUCTION & PROGRESS REPORT OF STUDY
III. SUGGESTED PROGRAM CONSIDERATIONS

  A. PUBLIC SUPPORT
  B. FINANCING
  C. RECRUITMENT OF STUDENTS
  D. GOVERNANCE
  E. STAFFING
  F. PROGRAMMING-MATERIALS-EQUIPMENT
  G. ADMISSIONS
  H. CRITERIA FOR SUCCESSFUL PERFORMANCE OF STUDENTS
  I. EVALUATION

IV. PERMANENT MEMBERSHIP ON THE ADVISORY COMMITTEE

V. OTHER BUSINESS

Feasibility Study Conducted by the Perth Amboy Board of Education and directed by Drs. Anthony N. Baratta and John M. Skalski of Fordham University and sponsored by the New Jersey Department of Education, through the Office of Mr. Harold R. Seltzer, Director of the Bureau of Occupational Research, Trenton, New Jersey.

THE PERTH AMBOY BOARD OF EDUCATION
Adult Education
Center

## SUMMARY OF THE AD HOC COMMITTEE MEETING FOR THE PLANNING OF THE ADULT SKILLS CENTER IN PERTH AMBOY

June 9, 1972

A meeting was called by the consultants, Drs. Anthony N. Baratta and John M. Skalski, in collaboration with Mr. Malcolm Sellers, Director of the Perth Amboy Adult Education Center, of a group of persons to discuss possible matters concerning the planning of an adult skills center as a component of the Adult Education Center. The meeting was held on June 9, 1972 at 281 Hall Avenue at 10:00 a.m.

The names of the persons who attended the meeting are listed in this section of the appendix. There were a total of 18 that attended and the meeting followed the agenda prepared by the consultants, and included in this section of the appendix also. There was an excellent discussion of the problems and the possibilities of starting the skills training center.

Some of the summary ideas of the first meeting were:

Public Support: It was broadly expressed that there would be excellent public support for the skills training center, since so many persons need it and desire to participate.

Avoid Pitfalls: For example:

1. Many programs start with enthusiasm and then fail because they are not aimed at the practical problems of getting jobs and holding on to them.

2. The training should be practical and the job placement must be intensive.

3. Business, industrial, labor representatives have an important stake in such a skills training center and should be involved, not for decor--but for action.

4. The skills training should go beyond the training only for jobs. It should include "life skills." The skills of how to relate to supervision, the skills of how to maintain a job, the skills of budgeting and saving money. The skills training center must provide helpful assistance with everyday opportunities, challenges, and difficulties.

5. Much flexibility should be possible in a skills training program. While the various funding agencies require much detailed planning for proposals. some provisions must be planned for retailoring courses, offerings, and programs.

6. Dumping Ground : The skills training center cannot become a dumping ground for the public school system to place the youth that are not "right" for the conventional program. The Board of Education of PERTH AMBOY must make every effort to provide the best relevant program for all of the children and youth in the City who are under their legal jurisdiction.

7. Counseling. The counseling program in the public school must work very closely with the counseling service in the skills training center when it is organized. The participants in the meeting indicated that each case should be treated and dealt with individually.

8. The group recommended that interested persons form a sub-committee to consider recommendations for possible permanent membership to the Advisory Committee for the Skills Training Center, to be held on June 15, 1972.

## MEETING OF AD HOC SUB-COMMITTEE

The following suggestions were made by the participants on June 15, at the meeting of the sub-committee:

1. The Advisory Committee for the Skills Training Center must be a broad cross-sectional representation of the entire community, including the major ethnic and racial communities. Consideration must be given to inviting a representative from the clergy, from the world of work, from youth, female, and various work groups.

2. The Advisory Committee should be one body, numbering from 15 to 21 and definitely toward the smaller size.

3. As programs warrant, it was suggested that task forces be organized to study special program needs.

4. It was suggested that the main qualification for membership would be a combination of high interest in the goals of the Skills Training Center and the expertise to provide sound advice.

5. Lastly, membership should be through appointment from the Board of Education, considering the above points.

# APPENDIX G

## MEETING CONCERNED WITH FUNDING OF PROGRAM, HELD IN SUPERINTENDENT CERES' OFFICE

# THE PERTH AMBOY BOARD OF EDUCATION

## Meeting Concerned with Funding of Program Held in Superintendent Ceres' Office

At the meeting held in the office of Anthony V. Ceres, Superintendent of Schools of Perth Amboy, called by Stewart W. Mills, Director of Adult Vocational-Technical Education of the New Jersey Department of Education, approximately 18 persons attended. A tape transcription of the meeting was recorded and is available from the office of the Director of Adult Education. This will be a brief statement from the program consultants regarding the meeting.

1. Meetings with many different persons, who combine civic, community, and vocational responsibilities should be held periodically in conjunction with a project such as the establishment of an adult skills training center; because they tend to foster receptivity for greater collaborative actions. It is obvious that an adult skills center will have a much more difficult role within a community than many other forms of educational programs. Therefore, the consultants concluded that the type of meetings reported herein are deemed salutary for the development and operation of the adult skills center.

2. Many divergent views need to be considered when contemplating a program such as the adult skills center. The possibility of talking and listening within the structure of a serious forum such as was the case in the meeting here described has many advantages. Important and controversial ideas were presented, discussed and debated. The meeting format was positive for this kind of interaction. More of these should be organized, with many different types of persons in the community.

3. The final point in this summary is that the development and operation of the adult skills training center will require a broad base of support in the community. The adult skills training center is not another "give-away program." It will be part of a larger career education program which is intended to serve people who desire to improve their skills, their job opportunities, their way of living.

The meeting ended by every person attending asked to think further and to go back to their various boards, trustees, superiors, and constituents and attempt to link with the skills training center where possible. The chief thrust was to assist the adult skills training center to obtain funds or other resources which would help the center get started soon.

# APPENDIX H

# PROPOSAL TO MODEL CITIES FOR FUNDING

# ADULT AND CONTINUING EDUCATION CENTER
# PERTH AMBOY BOARD OF EDUCATION

## ADULT EDUCATION TRAINING PROGRAM

### A. PURPOSE AND BENEFICIARIES

The purpose of this project is to:

1. Recruit and train target area persons in a Career Education Program that will prepare them for entry level positions as well as a vehicle for upgrading those presently employed. It is also hoped that this project will open areas of employment for those that were unable to obtain this training elsewhere because of financial or other related problems.
2. Teach a basic bilingual occupational language training program in English and Spanish. It will also attempt to equip the clients for admission into area MDTA and Vocational Training Programs, which will lead to entry into government jobs.
3. Provide an available resource of trained persons that will be able to fill certain jobs that will be in demand and requiring their acquired skills.

This project will be administered by the Adult and Continuing Education Center under the supervision of the Perth Amboy Board of Education which is the contracting agency. The planning beneficiaries are Model Neighborhood persons especially those that are being held back by language barriers or unavailable training sites.

### B. CONTENT AND OPERATION

The recruitment for clients will not only utilize the services of existing agencies but will have walk-in recruitment. The criteria for hiring have not been finalized as yet but it is planned to conform with the procedure set forth by Model Cities.

Follow-up studies will be conducted to assist the experience of clients, upgrade the program and assess attitudinal changes in both clients and employers. Direct input from industry is expected with a firm commitment to hire those persons trained under the project. Based on a feasibility study which is now being conducted by Drs. Anthony N. Baratta and John M. Skalski, of Fordham University, it is planned to offer training that will ensure employment and/or upgrading.

## C. THE OBJECTIVES OF THE PROJECT ARE:

1. To provide an introductory Bilingual Occupational Language Training Program.
2. To provide initial training or upgrading of previous skills in various vocational areas in cooperation and conjunction with the Perth Amboy Vocational School, Perth Amboy Board of Education, and other facilities in the county.
3. To provide the GED in English and/or Spanish to those clients acquiring the diploma for entry into training programs of employment.
4. To provide, when called upon, bilingual classroom vocational instruction for various training programs.
5. To provide bilingual training programs for Public Service Careers, new careers and Civil Service.
6. To provide entry level job training for available positions in allied health, office and data processing, and paraprofessional areas.

## D. FUNDING

Model Cities will be one of the principal funding sources. A sum of $50,000.00 will be allocated for the purpose of renovation.

The CDA, Adult and Continuing Education Center under the guidance of the Perth Amboy Board of Education will seek additional funding.

## E. PROJECT ADMINISTRATION

The Adult and Continuing Education Center under the guidance of the Perth Amboy Board of Education will administer the project.

## F. COORDINATOR

Overall coordination of projects and programs will be the responsibility of the Adult and Continuing Education Center and the Perth Amboy Board of Education. Overall coordination will be assured through the contract or Memorandum of Agreement with the operating agency, and other agencies providing services.

## G. EVALUATION AND MONITORING

The progress of this project will be monitored and evaluated as indicated in the Second Action Year Plan. Monitoring will be the responsibility of the CDA and will be provided for in the contract or Memorandum of Agreement with the operating agency.

## H. CITIZEN PARTICIPATION

Citizens are being asked to participate on the policy-making Advisory Committee of the Adult and Continuing Education Center.

## I. RESIDENT EMPLOYMENT

Recruitment for staffing and clients will utilize various local agencies such as SES, High School Guidance Department, etc. Clients will be accepted according to the policy of the CDA.